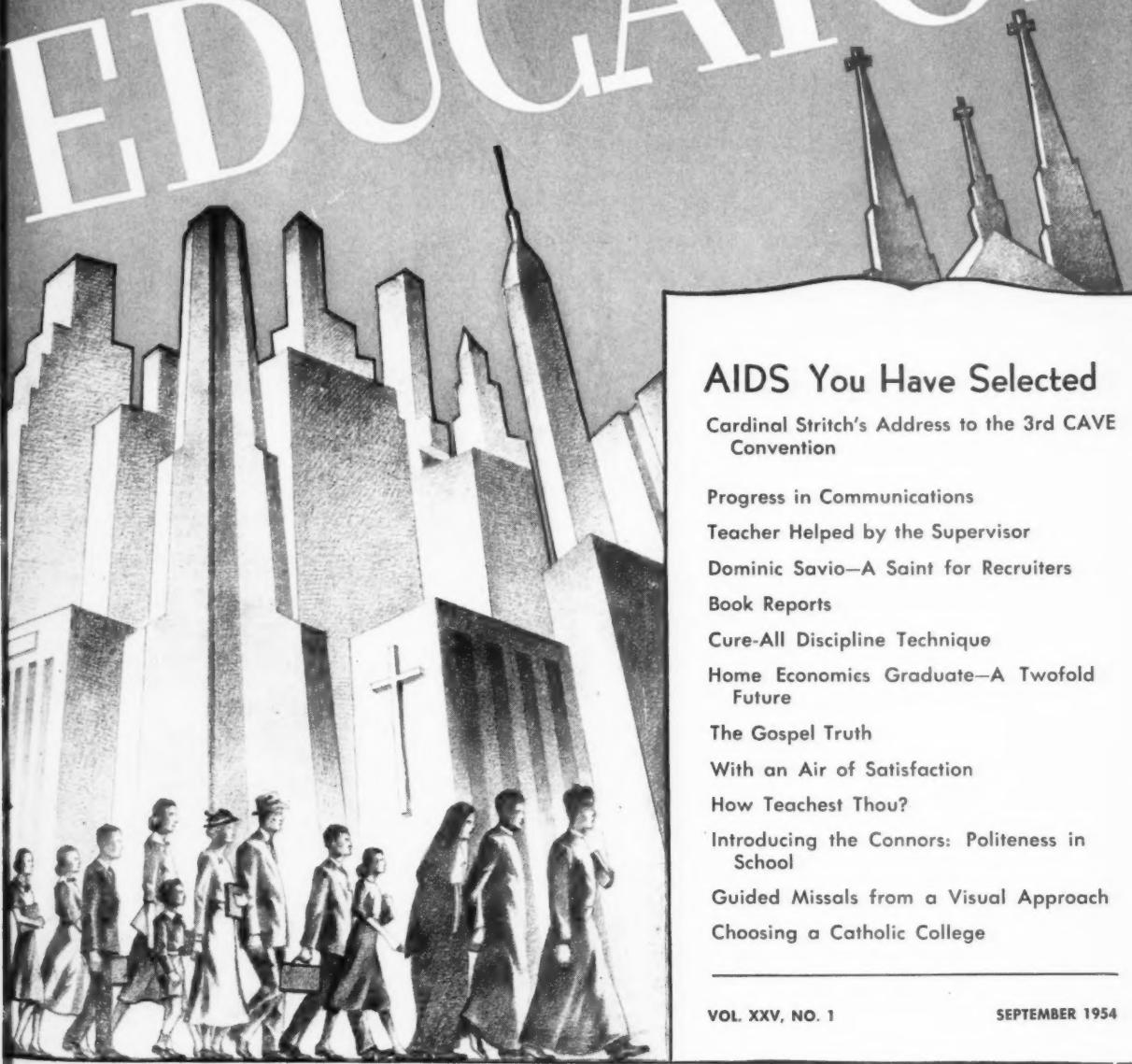


The CATHOLIC EDUCATOR



AIDS You Have Selected

Cardinal Stritch's Address to the 3rd CAVE Convention

Progress in Communications

Teacher Helped by the Supervisor

Dominic Savio—A Saint for Recruiters

Book Reports

Cure-All Discipline Technique

Home Economics Graduate—A Twofold Future

The Gospel Truth

With an Air of Satisfaction

How Teachest Thou?

Introducing the Connors: Politeness in School

Guided Missals from a Visual Approach

Choosing a Catholic College

VOL. XXV, NO. 1

SEPTEMBER 1954

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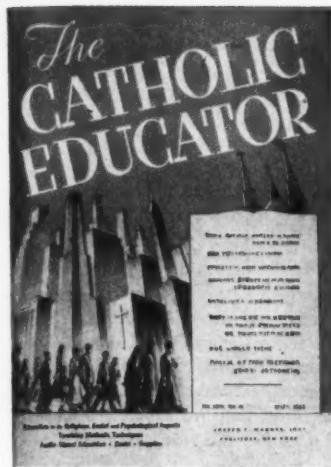
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EDITOR

RT. REV. MSGR. PAUL E. CAMPBELL,
A.M., LITT.D., LL.D.

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Whose Responsibility?

Suppose it were the practice of automobile manufacturers to ship the several thousand component parts of their cars to distributors—and left to these dealers the responsibility for assembling the finished product. Obviously, no matter how perfect the parts, some dealers would get the wrong nuts on the right bolts. Eventually, the manufacturer's product would get a bad name, however undeserved.

This hypothetical situation occurred to us recently when we received a report that a Priest had expressed dissatisfaction with some curtains that had been fashioned from Allen materials. They didn't "hang" properly. They didn't "gather" correctly at the top. The decorator who measured, cut and sewed the curtains took the easy way out. He blamed the fabric! That's the typical alibi so frequently resorted to by incompetent tailors when their suits fail to fit their customers properly.

Since instances of this kind may possibly arise in the future, we are taking this space to assure the Reverend Clergy and Religious, who are the end users of Allen fabrics, that every yard of our materials is as perfect as modern textile research and weaving techniques can make them. Not a single bolt of Allen goods is released to church goods dealers until it has passed the most rigid tests and inspection and been proved qualified for conversion into perfect draperies and clerical vestments. We guarantee Allen quality without reservation—and we stand back of that guarantee one hundred per cent. Never, therefore, accept the lame excuse from a dealer or decorator that "the fabric was wrong."

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Contributors to This Issue

John Schroeder, Ed.D.

Doctor Schroeder has for the past eight years been professor of English at Marian College, Poughkeepsie, N. Y., a training center for the Marist Brothers of the Schools. In presenting so varied a selection of book report assignments, he draws on a long experience with teaching of English. Prior to his present position he was head of the English department of Arlington High, Poughkeepsie, for thirteen years. Columbia University conferred on him his B.S., M.A., and Ed.D. degrees, major interests being English and education. A twenty-acre farm complete with pond, hay, and views is designed, he finds, to supply the work to keep a healthy mind in a healthy body.

Sister Josephina, C.S.J.

Sister Josephina, assistant professor of education at Boston College, was introduced to our readers in May, 1954.

Rev. Mr. Luke Caeme, S.D.B.

Mr. Caeme is a theology student with the Salesians. He is a graduate of St. Peter's College, Jersey City, and has studied theology at Salesian College, Aptos, Cal., and education at Fordham University. Besides four years teaching experience in various high schools, he has been active in scouting work in Jersey City and for fifteen years has been camp counselor in scout and Catholic camps.

Sister M. Mercedes McGinnis, S.L.

Sister Mercedes teaches general business and commercial subjects, having specialized in the field while at Loretto Heights College. She is completing work toward a master's degree at St. Louis University. Sister is sodality director, member of the P.T.A., guidance counselor, and moderator of the school paper.

Sister Mary Agnesine, S.S.N.D.

Sister Mary Agnesine will be well known to teachers of religion for her various published books, especially her *Highway to Heaven* series of religion texts and *Teaching Religion for Living*, a text for teachers published last year. She has specialized in methods of teaching religion for the past twenty-five years, during which time she has written, lectured, and taught methods in religion at various institutes and colleges, including summer sessions at St. Louis University and Marquette University. Sister is now a faculty member of the teacher training department of Good Counsel, and is director of Confraternity of Christian Doctrine activities.

(Continued on page 92)

EFLA Highlights

By Sister Ignatia, C.S.J.

Just before the 3rd CAVE convention opened, another convention of educators was held at the Conrad-Hilton Hotel: that of the Educational Film Library Association. The editor has asked me to review its highlights.

At EFLA the producer's panel discussed the need of disseminating film information to teachers. Some of the ways discussed were through film catalogs: special subject-matter catalogs, special lists with program levels; Library of Congress cards and EFLA evaluation sheets.

Discriminating Information

Trends toward discriminating information:

1. Study-guides in bound form.
2. Educational film guides.
3. Brochures.
4. Letters on new releases.

Irwin Nelson of Coronet Films says that they release many new titles per year and preview prints of their films with synopses and study guides will be sent to any teacher upon request. Last year 60,000 films were sent out for preview.

It is so much easier to teach from textbook and not use a film; but it makes learning much more difficult. It makes education much more valuable, if films are used.

Irene Cypher of the University of the City of New York warned educators to beware of the hardening of the categories. She says, if you as a teacher cannot fill in the gap then use that material, that thing or that person to supply the experience. Have a film say it. There is not a film made that replaces a teacher but she must use the film, not show it.

Film Length

Ted Morehouse of Young America Films said we would like to change the time limit on films but we are subject to the educators. Sometimes a 3 to 5 minute film would teach the concept. Producers are willing to do almost anything but they really can not guess what the teacher wants or will use.

It is only a question of time until schools will be using the new wide screen. With a 16 mm. cinemascopic lens attached to your 16 mm. motion picture projector you will have filmorama. Filmorama is being tested wth the armed forces now and industry is alerted to its possibilities.

Education Testing Service (ETS) is conducting research in such fields as:

1. Group teaching.
2. Can film displace certain procedures?
3. Selective Service draft.
 - a. Who should be deferred.

Some of their findings:

1. Perspective teachers as a whole ranked lowest in ability.

(Continued on page 91)

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Watch a passenger train flash by and you are seeing a top team in action—one of the thousands of crack teams of railroad men who perform one of our country's most important and exacting jobs.



Captain of the team is the conductor. He is in charge of the whole train. He collects the tickets from the passengers, handles the train's bookkeeping and makes a comprehensive report on each trip. His helpers are the flagmen, the brakemen, train baggage-men, porters and other train personnel.



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But Johnny's steps toward becoming a "whole child" and "a better Catholic" need to be guided. A proved way of meeting his changing reading needs is through the "timed" program for Catholic boys and girls that the weekly School MESSENGERS provide—on every grade level.

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Teachers depend on these proved classroom aids . . . to help correlate Johnny's everyday experiences with classroom work . . . to stimulate a desire and love for wider reading . . . to accelerate the learning process . . . to cultivate desirable social attitudes . . . to teach an appreciation for Christian social principles . . . to develop Johnny into "the whole child" who will become the enlightened Christian citizen of tomorrow.

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AIDS You Have Accepted

Address to CAVE by His Eminence, Samuel Cardinal Stritch, Archbishop of Chicago

OUR FIRST DUTY, I think, is to express something that is in our very souls, the appreciation of the honor which has come to this Catholic Audio-Visual Educators group in the election of Father Pius Barth, your president, to be provincial of the St. Louis province of the sons of St. Francis.

St. Francis was an educator—an educator in the very deepest sense of the word. He was also an original sort of educator. St. Francis realized that the great and wonderful thing which he was attempting in the world had to be simplified and brought down to the comprehension of just ordinary men. He knew that education could not remain a privilege for a selected aristocracy of the intellect. If education was to achieve its purpose, it had to get down to the masses. He did not have in his day what we have today. Schools were not available to him and so St. Francis in a most wonderful way used new methods in order to spread his teaching.

St. Francis a Great and Original Educator

Some people who read merely the *Fioretti* or one of the popular lives of St. Francis fail to see in this great saint the educator. When we read the more serious lives of St. Francis, the lives done by able research scholars, we get the real picture of St. Francis the educator. He was a great genius, a man of wide information; he knew how to use the things at hand to bring home the message which he wanted to give to men. In fact, St. Francis in his life showed that as an educator—in the real Catholic sense of the word—he was ready

to use the simple things, the ordinary things, in his work. He used the things about him in nature. He told the Gospel in simple language and he pictured the Gospel in his own life and the lives of his followers. I know that if St. Francis were alive today he would reach out for everything new that would assist him in his work of popular Catholic education.

Twice before I have talked before your CAVE conventions on visual education and its meaning in our modern school curriculum. I shall not then cover that ground again.

Wide Acceptance of New Aid

Your presence here today, the wide acceptance of this new aid in education has already proved its worth. For many years it has been my duty to study architects' blueprints, particularly those for new schools. I have noticed, during the past two years in particular, that in practically every set of blueprints provision is made for audio-visual education. It has come to be a recognized thing, even among those who are not teachers.

The best test of any new thing that is offered to a school is what the teachers in the classroom think of it. Do they think, and find in their experience as a group, that it is a good thing? Very often I have seen an extraordinary teacher develop an extraordinary technique that an extraordinary teacher might use and get results, but when that extraordinary method was put into the hands of the ordinary teacher—and God knows most of us are ordinary teachers—it simply did not

His Eminence Cardinal Stritch, Archbishop of Chicago is addressing the 3rd annual convention of the Catholic Audio-Visual Educators Association, at the opening session August 2, 1954. On dais, left to right: Rev. Bernard J. Butcher, Meriden, Conn.; Rev. Julian Woods, O.F.M., president of Quincy College; Rt. Rev. Msgr. Paul E. Campbell, editor of THE CATHOLIC EDUCATOR; Sister Ignatia, C.S.J., CAVE secretary; Mr. Clement J. Wagner, publisher of THE CATHOLIC EDUCATOR; Rev. Reo J. McCormick, CAVE president, and superintendent of Baltimore schools.



work. An aid in education is best evaluated out of the experience of the ordinary teachers in the ordinary classrooms.

We must not think that everything that is proposed as an aid to education, a new program or a new method, can be used in every school. A selected group of children can be taken in a demonstration school, extraordinarily trained teachers can be placed in charge of them and things can be done that can not be done in just the run-of-the-mine type of classroom with the run-of-the-mine type teacher. I am not speaking of the untrained teacher; I am speaking of the ordinary teacher.

Competent Teachers Attest Worth

But this teaching medium which is offered to us has been tested by the ordinary teacher in the ordinary classroom; and the ordinary teacher in the ordinary classroom wants it. She feels it is a good thing. We can analyze it from the viewpoint of pedagogy, we can analyze it from the viewpoint of psychology, and we find it a fine thing. But to me the best recommendation which it has, the best incentive for a gathering

like this, is the fact that year by year it has come to be accepted in the ordinary schools by ordinary, competent teachers—and they find that it has worth.

Picture Word Effective

We can see the reasons why they find it worthwhile. We know the tendency of people today to try to get much out of pictures—much that is good and much that is bad. We know the lessened power the printed word has in its effect, generally, in our country and the increased importance of the picture word. The picture word is, of course, a primitive thing. It was the first means, I suppose, with which people tried to teach other people something. It has been developed; we find its advances in this new medium.

This educational tool *can* be used effectively, our teachers *are* using it effectively, and they like it. So I can say to you Catholic Audio-Visual Educators (I am glad to see so many of you here): I rejoice with you that your work is being recognized, that your work is contributing to the betterment, the greater richness of education in our ordinary Catholic schools. May God bless all of you.

Progress in COMMUNICATIONS

By Rt. Rev. Monsignor Paul E. Campbell,
Editor of THE CATHOLIC EDUCATOR—
Keynote address of the 3rd CAVE Convention

IN THE HISTORY OF MASS COMMUNICATIONS we usually distinguish three chief methods. There is, first, the very ancient method of face-to-face communications, used commonly by primitive tribes in conveying knowledge to their children. Margaret Mead, modern anthropologist, gives a very good description of the skill and the efficiency of certain primitive tribes in the use of this mode of communication. In her book, *Growing Up in New Guinea*, she gives examples of the speed with which children were given essential skills in a fishing community. These children had to understand the canoe and the sea, both of which contributed very essentially to their welfare.

Primitive Child Trained by Demonstration

Children in New Guinea learned at an early age how to control a canoe under all circumstances and achieved marvelous dexterity in the management of this wily boat. Their understanding of the sea includes swimming, diving, swimming under water, and a knowledge of how to get water out of the nose and throat. All children between five and six mastered these skills. We note in reading Mead's description that the child under instruction learns to manipulate actual materials, and is intensely motivated by constant demonstration of the usefulness and importance of the learnings. Various steps of the training are adjusted to the child's stage of development. Parental love and concern, sym-

(Continued on page 86)

Chicago's Educational Welcome

By Rev. David C. Fullmer, Archdiocesan Assistant Superintendent of Schools, Chicago, Illinois; to the 3rd Annual National Convention of CAVE.

IT IS A GREAT PLEASURE to welcome you to this third annual convention of the Catholic Audio-Visual Educators Association. I bid you welcome in the name of his Eminence the Cardinal Archbishop of Chicago and in the name of the Priests, Sisters, Brothers, and lay people who are carrying on the work of education in the archdiocese. We are much pleased that once again this convention is held in Chicago.

Pioneers in A-V Had to Sell Idea

Some years ago it was necessary for the pioneers in the field of audio-visual education to attempt to sell the very idea that the use of these aids would actually facilitate and improve every-day teaching in the classroom. Since that time, resistance has been offered to this idea because many have mistakenly thought that the use of these audio-visual aids, whether filmstrips, movies, or recordings, were just novelties and frills and would interfere with the serious work of education.

Present Need Is to Find the Best

Thank God that period has passed. Today it is not necessary to sell the idea of audio-visual education because supervisors, administrators, educators, and teachers are all convinced of its worth. There is hardly a phase of education in which these aids cannot be used. Practically every teaching situation calls for some phase of their use. Our concern is to present to those already

(Continued on page 88)

EDITORIAL

MONSIGNOR PAUL E. CAMPBELL, EDITOR

LOOKING INTO OUR NEW VOLUME

OUR SILVER JUBILEE APPROACHES. THIS ISSUE OPENS the twenty-fifth volume of THE CATHOLIC EDUCATOR. We date our years from the first issue of the JOURNAL OF RELIGIOUS INSTRUCTION. The EDUCATOR is the lineal descendant of the JOURNAL. Twenty-four years have now gone by since the JOURNAL OF RELIGIOUS INSTRUCTION published its first issue. Many of our readers and our writers remember that first issue of the JOURNAL. In recalling it we feel moved to reiterate our purpose of trying to serve Catholic teachers as a medium for the exchanging of ideas and the sharing of experiences. If our pages succeed from time to time in rekindling the ideals and inspirations that give teachers the strength and fervor to rise to the summit of their hopes and ambitions, we feel sufficiently rewarded.

The Christian teacher must know and understand the nobility of the work he is called upon to do. There is committed to the hands of the teacher a child of God to be formed and fashioned into the fullness of His own design—the image and likeness of the Maker. "A teacher," wrote Archbishop Ireland many years ago, "who does not understand the sublime grandeur of his task, the lofty aim he should keep in view, is utterly unworthy of the name, and ought never to have crossed the threshold of a classroom. . . . The work of education is a continuation of the work of creation; the teacher is a co-worker with Almighty God. The vocation of the teacher is divine. To enter upon the work of the teacher without the intention of working with God, in accordance with the laws of God imbedded in the primordial elements of the life of the child, is akin to profanation and sacrilege."

The teacher opens the mind of his pupil to truth and enkindles within that mind the passion for truth. Truth is reality; and every reality is Divine, for there is no reality except God's essence and the things that God's power has called into being and sustains in existence. The teacher must hold back no knowledge that the mind of his pupil is competent to grasp. Above all, he should not hold back from it the knowledge of Him who is the plenitude of truth. Of what value is the knowledge of the creature without that of the Creator, of the finite without that of the Infinite?

Even as the teacher enkindles in the souls of young pupils the passion for truth, he trains their wills to love goodness, to embrace it, to cling to it so steadfastly that nothing can ever turn them from it. Goodness is naught else than the sweetness, the attractiveness of truth, in whatever order of being the truth exhibits itself. It is possible for the soul to abuse its high gift

of freedom, to choose evil, and thus decline from the path of duty and righteousness. The Christian teacher is constantly on guard that the pupil may not spurn the charms of truth and turn backwards towards error and deformity. He holds constantly before the eyes of his pupils the mirror of goodness, that his thoughts, his affections, and his acts may be modeled upon the Divine Ideal. He makes religion so dominate the classroom that its precepts and practices will permeate the soul of the child and hold him through life firm in the path of duty, however fierce the storms he may encounter.

This picture of the Christian teacher and his work we have drawn from the pages of Archbishop Ireland. It gives us some concept of the sublimity and the value of the task the EDUCATOR sets before itself. In a word, we seek to help the Catholic teacher in his work. That has been our purpose for twenty-four years; it remains our purpose. Skilled teachers, writing from the depth of their experience, help us to achieve this purpose. We are happy to give here a sketch of the good things to come in our pages.

The September issue presents Sister M. Agnesine, a School Sister of Notre Dame, Mankato, Minnesota, who poses and answers a question, "How Teachest Thou?" She gives the Christian teacher practical suggestions that will aid her to direct her pupils towards God's goodness and beauty and truth. The Reverend Luke Caeme writes a précis biography, "Dominic Savio: The Saint Recruiters Are Looking For." Teachers and students will take advantage of the opportunity to become better acquainted with this recently canonized saint. A study of his life may be the instrument of God's grace calling young hearts to serve Him in the religious life. Both teachers and supervisors will derive profit from reading the essay of Sister Josephina, C.S.J., "How the Classroom Teacher Can Be Helped by the Supervisor." Though the author seems to be talking directly to the teacher, she is at the same time indicating what is expected of a good supervisor.

"Automatic 'Cure-all' Discipline Technique—Integral to the Daily Schedule" is the title of a contribution by Sister M. Mercedes McGinnis, S.L. This paper deals with a method of discipline in which the entire faculty participates, with the end effect that the strong teachers help the weak teachers. Facing a phalanx of the faculty, the pupil feels a moral compulsion to measure up to established standards. Doctor John Schroeder, a doctor in the field of education, writes on "Book Reports." He gives a number of specific examples of assignments that effectively prevent "crib-

bing." Uniquely enough, cribbing is not possible with his plan even if two classes have the same books to report on.

In the Teacher to Teacher department, Sister Marcella, I.H.M., of Monroe, Michigan, in "With an Air of Satisfaction," establishes a correlation of "Paradise Lost" with the teaching of religion in the primary grades. In "Home Economics Graduates, a Twofold Future," Miss Sally Giltner surveys the estimates of graduates concerning the benefits of the college course. "Introducing the Connors: Courtesy in School" is the first of a series that will continue through our volume. Sister Marie Angela, I.H.M., makes use of a story to illustrate a principle and presents problems for discussion. Practices and projects are indicated.

In the October issue, George F. Kohles, S.M., M.A., gives us the story of "Dayton's Negro Poet—Paul Laurence Dunbar." Here is a tribute to the poet, with a minimum of biography to give him a time setting. Our author writes of Dunbar in a way that makes the reader resolve to learn more about him and to read his poetry. This story of a poet is followed by Sister Marie Regina's "Poetry in the English Course." Sister Marie Regina is a teacher of poetry in Our Lady of Wisdom Academy, Ozone Park, New York, and offers teachers techniques and devices for developing in children an appreciation of poetry. "Growing with Science," by Sister M. St. Agatha, C.I.M., Ph.D., of Immaculata College, gives short accounts of a number of leading authorities in the field of science. Many recent discoveries of note are brought sharply before the reader.

Sister Patricia Marie, S.N.D.de N., tells the story of a religion project for third grade, "Obedience to God's Will, a Plan for Young Children." This project may be easily adjusted to fit other grades. Brother Thomas P. Schick, S.M., of North Catholic High School, Pittsburgh, gives student and teacher a better understanding of the practical uses of mathematics. "The General Benefits of Mathematics" makes it clear that mathematics offers a norm for everyday thinking. There is much original application.

Sister Francis Pauline of Our Lady of Angels School, Brooklyn, gives a description of "The Multi-grade Classroom" that will afford consolation to the teacher who is burdened with one. From her own experience Sister Francis Pauline offers practical helps to such a teacher. "So You Want to Be a Nun" is an inspirational talk on vocations in which Sister M. Mileta, F.S.P.A., of St. Rose Convent, LaCrosse, speaks directly to the candidate. Teachers from the seventh grade onward will wish to use this essay as a basis in talking to candidates for the religious life. Sister Mary Luke, C.S.J., in "Our Lady of Victory: A Marian Program," gives a choral tribute to Mary. This is indeed appropriate in the Marian year. "Catholic Interest in Public Schools," by Miss June Verbillon, makes clear that the Catholic public is sharply interested in the quality of offerings in our public schools. In these schools throughout the nation, despite the tremendous

advance in enrollments in Catholic schools over the past ten years, over fifty per cent of our Catholic children are today enrolled. When we speak of the lack of spiritual values in our public schools, we are offering a constructive criticism.

In the Teacher to Teacher department, Stanley G. Mathews, S.M., in "Drama from the Greeks," traces the modern opera to the works of the Greeks. "Parents Are Thine, Too" is an offering by Sister M. Dolores in the interest of better home-school relations. In "The Problems of Classroom Humbuggery," Sister Mary Eymard, O.S.B., examines the causes of cheating by students. Sister Marie Cecile, S.S.J., presents the first of a series of short essays on "Training in Communication." This first essay deals with reading. "Great Educator of Our Day: Monsignor Johnson," by Sister Joseph Mary, is a tribute to the talented priest who for many years gave inspiring leadership to the Catholic teachers of America.

The November issue opens with "Question and Answer Method of Conducting a Class Recitation in High School," by Anton J. Slechticky of Loras College, Dubuque. The author outlines the technique of questioning to draw out meanings. The techniques of the teacher in the art of questioning are of the utmost importance. Leo J. Hertzel, of Quincy College, takes as his subject, "The Catholic Teacher Teaches Literature." The reader will follow his discussion of the subject with great interest. Hertzel arrives at the conclusion that the study of literature requires a study of the philosophy of the author. He is of the opinion that this makes it imperative to devote more time to the course.

"The Role of Testing in the Guidance Program" is the offering of Sister M. Viola Strudeman, R.S.M., of Marquette High School, Ottawa, Illinois. There is no doubt that a testing program helps to solve the problems of guidance but our author warns against many pitfalls that threaten the value of testing's contribution. Sister M. Francis Borgia, C.I.M., of Immaculata College, takes as her subject, "The Lower Ability Pupil—Is Our Curriculum Meeting His Needs?" In the pressure to maintain standards, we have sometimes forgotten this pupil. Our author establishes her thesis that the curriculum should meet the needs of lower ability students.

Sister Joseph Marie, C.I.M., of Little Flower High School, Philadelphia, presents "Blueprints for Teaching High School Literature." This essay from the pen of an experienced teacher tells of certain techniques designed to introduce freshness into literature lessons. "Catholic Schools and Public Schools," by Sister Mary Myles, B.V.M., of Our Lady of Loretta School, Hempstead, New York, deals with the maintenance of excellent public relations between the two systems. Professional courtesies that make for harmony are always in order. In "Are We Secularizing Our Science Courses?" Brother Charles Landin, S.M., of Hamilton Catholic High School, Hamilton, Ohio, stresses the limitations

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You may wish to discover how both a check of reading and additional practice in expression can be secured without boring the pupil, encouraging cheating

BOOK REPORTS

with Many Specific Samples

HAVE YOU EVER BEEN TROUBLED by some pupils' seeming lack of enthusiasm for supplementary reading or have you suspected some formal book reports of being copied from those of classmates or of older brothers and sisters? Have you ever discovered a pupil reporting on a book read long before and probably already submitted to a teacher in a lower grade for credit? Such apparent evidence of lack of interest in reading does not necessarily indicate a distaste for reading on the part of adolescents. More often than not it represents a rebellion against the chore of compiling a formal written book report for the teacher.

It is true enough that the primary purpose of certain reading should be enjoyment and the secondary objective learning. It is also true that making a report on a book read is work, not pleasure, regardless of the extra educational value of constructing a critical review of a book. There are indeed a number of teachers who provide class time for correlative reading and make no check of either the completion of the books begun or of the pupils' understanding of what they read. On the elementary school level free reading without formal check is a widely accepted policy. Perhaps this explains, at least in part, why most elementary school pupils read rather avidly while high school boys and girls tend to dodge reading whenever they can.

Check Needed of Outside Reading

However, the junior and senior high school teachers tend usually to feel that some check of outside reading is necessary for three reasons:

1. Experience shows that many adolescents avoid additional reading unless some check is made.
2. Unless some record of supplementary reading is kept, it is difficult for a sincere teacher to guide the reading interests of his charges to higher levels.
3. Practice in giving oral reports or in writing formal criticisms of books is effective and worthwhile training in communication skills.

Avoid Repeating, Keep Cumulative Records

If you believe in any or all of the above opinions, you may wish to discover how both a check of reading and additional practice in expression can be secured without boring the pupil, without encouraging cheating in writing reports, and without destroying the adolescent's pleasure in reading. The answer to the problem lies in never repeating the same type of check during a year or two-year period and in keeping a simple, cumulative four or six-year record of all the books each pupil reads. Experience of many teachers has shown that if the type of book report is always the same,

1. Pupils become antagonistic to either the nervous strain of the oral report or the tedium of the written analysis.
2. Pupils will exchange and copy reports rather than take the effort of reading a new book and then criticizing it for the teacher.
3. Pupils may submit the same report to several different teachers during their junior-senior high school career for the same reasons as above.

In the second place if the type of report demanded for every book read is too involved or difficult, the conscientious pupil will develop a distaste for reading.

Variety of Book Reports

If a variety of book reports is used, most of the disadvantages of a reading check disappear. Moreover, certain additional benefits accrue. The variation gives pupils of different levels of speaking, writing, or artistic skills particular advantages at one time to compensate for weaknesses at another. The novelty of different activities enlivens the class work and makes teaching both easier and more effective. There are advantages and disadvantages to every type of book report; these will be discussed under each type. However, with a possible eighteen different kinds of reports, a teacher may either vary these checks from year to year or develop a two-year sequence, if he demands annually the rather customary seven book reports. The copying of another's report becomes a negligible occurrence even between members of different classes of the same grade level, since if you teach three classes of English I, for instance, each class may be assigned a different type of report without any additional effort on your part.

Types of Book Reports

1. *The Formal Analysis:* In general practice this is an essay type report involving a brief description of the

leading characters, comments about the setting, an outline of the plot, and an evaluation of the effective use of dialect, idioms or other literary devices. The analysis does give practice in critical reading, an understanding of literary devices, and practice in the writing of a critical essay. It is, however, a lengthy assignment for the pupil, difficult in the extreme for the poor reader or pupil of low mental ability, as well as requiring considerable time to correct and to evaluate on the part of the teacher.

2. *Short Summary*: To compensate for the time required by the formal analysis, the short summary may be used another time. This consists merely of recording the following information:

Author:

Title of book:

Type of book: (novel, play, biography, non-fiction)

Theme: (in one or two sentences)

If the pupil is reporting on fiction, determination of the theme will demand understanding reading, yet little time will be required for the actual writing of the report. The teacher will find this type of report easy to check.

3. *Paragraph Description of Hero*: While taking only a reasonable time to write, this type of report will give excellent practice in creative writing. The instructor can likewise correct the report in a reasonable time. Of course, a lazy pupil can proceed to write the report after reading only a portion of the book. This report can usually be used successfully with novels, short stories, plays, and biographies, but does not lend itself to ordinary non-fiction.

Setting Described

4. *Paragraph Description of Setting*: Adapted only to fiction, play, and biography, this report offers all the advantages of the paragraph description of the hero. It insures, moreover, the complete reading of the book, since time and place may change during a novel, play, or biography.

5. *Letter to a Friend*: This is a rather artificial assignment since the average adolescent is unlikely in real life to write a friend concerning a book read, but it does have many advantages. It gives practice in the writing of a friendly letter; it gives practice in simple evaluation as the pupil recommends a book; it is not time consuming for either construction or correction.

6. *Diary*: The pupil pretends he is a leading character in a novel, play, or biography and writes entries for a week in an imaginary diary. This normally appeals to the pupil's imagination, yet is not time consuming for writing or for teacher grading. The pupil receives practice also in creative writing and in discrimination in choosing interesting topics to record.

7. *Essay Evaluation*: Here the pupil is asked to criticize the book from the point of the reader's interest, justifying his opinions by reference to the text. This gives practice in critical reading and in creative

writing. It takes more time, however, to write and is somewhat laborious to correct.

Comparison of Two Books

8. *Comparison of Two Books of Same Type*: In essay form the pupil must compare two novels, two short stories, two essays, two biographies, or two plays on such matters as reading interest, characterization, complexity of plot, and/or realism of dialogue, setting, and situations. Depending on the maturity of the pupils some or all of these terms may be demanded.

In many ways, this type of essay evaluation is superior to the preceding for here the pupil learns discrimination in reading as he compares books of similar type. A greater degree of critical thinking is demanded, and practice in written expression continues. However, the essay tends to be longer than number seven and therefore is time consuming for both pupil and teacher. As an end of term project, however, it is of great value and pupils find it a real challenge. Obviously, since one report takes the place of two shorter ones, the time element of writing and correcting is not really an important factor.

Making a Book Jacket

9. *Original Book Jackets*: Why not once a year offer correlation with the art department? Each pupil after having selected a book for outside reading is informed he will be required to make a book jacket that will portray some outstanding aspect of the work. Not all pupils are sufficiently gifted to draw skillful illustrations, but all have had adequate training in poster display which is closely allied. Individual difference of ability is recognized by this assignment. The teacher secures a variety of display material to stimulate interest in a number of books. From experience, I have found that considerable enthusiasm develops from this project.

10. *Outline of Plot*: Practice in outlining can be given occasionally. The skeleton of the story or essay will be written, which will take pupils relatively little time, but will necessitate some instruction in summarizing and condensing. With all fiction and essays, such outlining is a good practice in reading for understanding. For most non-fiction books on history, travel, or vocations, it is not usable, for the simple reason that pupils need only copy the table of contents to turn in a reasonable outline.

11. *Ten Questions on Book Read*: Each pupil will prepare ten questions on such things as setting, character of hero, incidents in plot, obvious symbolism, dialect if used, moral, etc., writing a brief answer to each question. He should be instructed in choosing questions that are fair; that are meaningful, not petty, inconsequential, or tricky. Not only will this insure reading carefully, but it will also give pupils insight into the sort of questions to prepare to answer himself regarding any reading. Questions should be written on filing cards with answers on a second card.

Individual Testing

12. *Individual Test Given To Pupils:* Using the questions supplied by pupils as above, tests can be scored by either the teacher or the pupil using the answer cards. Obviously it will take questions compiled by a number of classes to furnish the teacher with a comprehensive library of questions on the books in the school library. Once the cards are collected and filed alphabetically under author and title, the device becomes an effective, quickly administered check of reading.

13. *Description of a Period in History:* Variations of this may be a description of social customs or economic conditions. Adapted to historical novels, historical plays or biographies, this procedure is to have a pupil choose, with the approval and aid of the teacher, two works (they may be of any two of the aforesaid types) with a background of the same general period in history and either set in the same country or in two different countries. The pupil writes one essay of description based on information glossed from his reading. Direct references to the books read insure accuracy of his information. The amount of writing is reduced and an additional understanding of conditions in another time and place is gained.

14. *The Term Paper:* A logical goal for an entire term's reading is the term paper. Comparative studies of different authors' viewpoints or style, comparisons of lives of great leaders or artists, studies of sectional novels, studies in racial prejudice as illustrated by plays or novels, and studies of plays or novels of a period in history all furnish worthwhile themes. No individual reports should be asked during a semester where the term paper summarizes the results of such reading. The values of the term paper are universally recognized. They include pride in completing a comprehensive challenge, the learning of note taking, the inclusion of footnotes, the completion of a bibliography, the proper form of title page as well as the logical organization of a long paper. While the work of correcting is time-consuming, there is the compensation of no written reports during the rest of the term. The educational values amply warrant any additional work that may be involved. However, the term paper technique will not be used to advantage below grade ten for obvious reasons.

Oral Report

15. *Oral Reports:* A successful means of stimulating the interest of pupils in various books is to have occasional oral reports. This device may be used with maximum results only once a term. While every pupil is warned to prepare to give an interesting report on the book just read, usually five reports are the limit the teacher asks. Pupils tend to become restless if more reports are given in a period. A device that is both fair and highly interesting to the class is to have the names of each pupil written on a slip of paper and placed in a box and shuffled. The teacher or a pupil

chairman then draws the next pupil to report. Training in oral communication is a valuable secondary result of this report.

16. *Panel of Experts:* As an occasional stimulation of interest, pupils may select a panel of five to seven pupils known to be wide and competent readers. Each member of the class may then ask one or two questions of the panel concerning characters, setting, incidents, etc., in books the questioner has read during the past year. The class may then vote the member of the panel who displayed the broadest knowledge of literature. A modest prize helps. This device encourages wider reading if pupils know that such a program is scheduled for the end of a semester. In preparing questions to ask, each pupil must review in his own mind the important aspects of what he himself has read, thus the device tests the whole class, not merely the panel.

The Reading Contest

17. *The Reading Contest:* This is a variation of the above procedure. Using a list of all books reported on orally or in writing (each pupil may be asked to turn in a slip with the author and title of all books read to date), the teacher prepares a hundred questions on such items as type of book, setting, general theme, name of hero, etc. The quiz may be either mimeographed or conducted in the form of a spelling bee. In either case, considerable excitement and interest results. Competition usually encourages those making a poor showing to read more widely and with greater attention in the future.

The Cumulative Record

18. *The Cumulative Record:* Regardless of what variation of book reports you use, a cumulative record should be kept. This may take the form of a file of index cards for every pupil or be a commercially printed cumulative card such as is advertised frequently in professional magazines.

These devices record merely the date of completing a book, the author, title, type, and general theme. Without such a record which should accompany a pupil throughout his high school career, it is impossible to chart a pupil's growth of reading interest. Neither is guidance in reading possible without a knowledge of what the pupil has previously read. Lastly, such a record prevents the lazy pupils from reporting year after year upon the same books. Occasionally, the recording of a book upon the cumulative record may be substituted for a formal report. Particularly in the rush of the last month of the school year, this will be appreciated. Such a skeleton record will not serve, however, for every check of reading because an indolent pupil can fill out such a card by merely referring to the title card in the library or to the book jacket if it is available.

The use of a variety of the above type checks on

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BY SISTER JOSEPHINA, C.S.J.

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THE TEACHER IS HELPED

By the Supervisor

MANY TEACHERS MAY SAY that supervision has never been a help and, perhaps, may disagree with the title of this paper. In a class in supervision, the students were asked to interview five people and ask them the following questions:

1. Has supervision helped you?
2. How has it been a help?
3. Will you give your definition of supervision?

Some of the replies given to the question were mainly negative. When the replies were "No," these were some of the reasons:

"I have never received any constructive helps from my supervisor."

"He does not know any more about the work than I do."

"She comes in, looks around, and then departs."

Positive Answers, with Reasons

However, some answers were "Yes," and these were the reasons given:

"Everytime I was supervised I received definite aid in the form of commendations. Ways in which I could improve my teaching were pointed out to me."

"My supervisor is one who has had vast experience in the work and I have great confidence in her."

Many variations in reply were given to the question: "What is your definition of supervision?"

"Supervision is a kind of looking the situation over to see what is going on."

"It is the rating and checking of my work."

"It aims at the making of better feeling between administration and teachers."

Past Supervision Not Free from Criticism

You may think that the *negative* side of supervision was stressed in these interviews and you are partly correct. Supervision in the past has not been entirely free from criticism. Today, however, supervision ranks high in the services it has to offer. Naturally, there is a dual set-up before one can offer aid, there must exist a need and, consequently, a receiver of the help. In other words, the verb "to supervise" is a transitive one, connoting a *doer* and a *receiver* of the action.

Before discussing further, think for a moment:

What is your definition of supervision? Is it one emphasizing the over-seeing of teaching procedures? Does it embrace the rating of the lesson, checking a lesson plan, examining records? Do the pupils constitute the main part of the definition?

Concerned with Improvement

From a scholastic viewpoint, supervision is primarily concerned with the improvement of both teacher and pupil. An excellent definition worth recalling is this: it is concerned with *what should be taught, to whom, how, and for what purpose*.¹ The key words to remember are: *What? Whom? How? Why?*

This, however, is a very general view of supervision. One perhaps more definite and certainly in keeping with the basic tenets of Catholic philosophy is:

"Supervision means to *coordinate, stimulate, and direct* the growth of teachers in their power to stimulate and direct the growth of every single pupil under their charge, through the exercise of his talents towards the richest and most intelligent participation in our Catholic way of life."²

Note the key words. To *coordinate* signifies team work, a feeling of rapport between supervisor and teacher. To *stimulate* the supervisor must offer for all types of teachers—the new, the old, the average, and the superior teacher—ways and means by which she can become a better instrument in the teaching-learning process. To *direct*: supervision should never be authoritarian, but should be carried on in a lovely Christian democratic manner, and then one cannot fail to sense the real meaning of supervision.

Exists for the Child

As supervision exists for the child — and, therefore, a correct understanding emphasizes the place of the child — the teacher will seek to stimulate and direct the growth of each child under her charge according to his abilities so that he may become a worthy participant in the Catholic life of our school.

In order to have a common understanding of terms,

¹A. Barr *et al.*, *Supervision* (New York: Appleton-Century Co., 1947), p. 4.

²T. Briggs, *Improving Instruction* (New York: Macmillan Co., 1947), p. 2.

the next question, too, calls forth some explanation. Who is a supervisor? In our thinking of the term, anyone who is charged with the teaching or the learning within the school is in a supervisory capacity. Some members of the supervisory personnel only indirectly affect the classroom, such as the local ordinary of a diocese, the superintendent, Mothers general, pastors, and others. Their influence is felt through the positions they hold. Coming nearer to the classroom, others have a more direct bearing: supervisors, heads of departments, assistant principals, and principals. Of these last mentioned, the key person in the supervisory planning is the "principal." The trite saying, "As the principal so the school," is very true. So then, there are many people in the supervisory area, all of whom are concerned to a greater or lesser degree with the improving and helping of the teacher. In this discussion, the supervisor and the principal will be kept in mind as the individuals most closely concerned with the teacher and the pupil.

Techniques Are Many

The techniques of supervision are many: selecting and placing teachers, curriculum making, providing in-service training, setting up a testing program. Of these activities some are more important than others in the help they offer to the classroom teacher. It is a basic law of psychology that when a person feels a need for the thing to be learned, then learning takes place more readily. So, too, when the teacher realizes that she needs help and assistance, she will receive supervisory help willingly.

How are you aided most effectively by supervision? In order of importance the best technique or activity utilized by all in supervisory capacity is that of classroom observation. What is meant by this term? It is the scheduled and planned period wherein the supervisor is a guest in your class. You are the hostess; you are the mistress of the situation. Why does the supervisor visit your class? In order to determine your strengths and, if she is wise, to capitalize on them. She will use you for demonstration classes, for guidance and remedial work. She also will find ways in which the learning of your pupils may be improved. Remember, however, that improvement of teaching precedes improvement of learning.

Anticipating a Supervisory Visit

When the announcement comes that you are to be visited by your supervisor, what do you do, or better what should you do? Immediately you should think that here is my chance to secure help. If you are beyond help, then you merely tolerate the presence of the visitor. However, this is not often the case as good teachers are ever anxious to improve, realizing that effective teaching is showing others how to live and that at no time is one said to have reached the pinnacle of perfection in one's profession. You, the teacher, then, if you are to lead others, are ever seeking to improve

yourself and then reach out into the lives of your pupils to assist them in reaching their full stature of citizens in our Catholic way of life, and ultimately with God in Heaven. This then will be the underlying principle in every lesson you present. St. Paul, the great teacher of the Gentiles says, "Of all who live, I am the one by whom this work can best be done." You, then, are the one to whom this wonderful opportunity has been given whether you teach in a second grade or in an eighth grade.

Father Drinkwater summarizes very well the teacher's work when he states that "the teacher is always observing, thinking, and experimenting and never content with herself, for she is aware that any device will lose some of its virtue the moment it has become a settled system."³

What the Supervisor Looks For

What does the supervisor look for in visiting your classroom? In any planned observation there are some fundamental principles which are present at all levels be it a class in graduate school or a primary grade. (1) The rapport between teacher and pupil; a pupil cannot learn when he is in a state of tenseness or of confusion. Rapport is the very intangible quality existing between teacher and pupils, easily detected — yet hard to define. (2) The next factor is that of the means utilized by the teacher to motivate her class. You have no doubt heard pupils say, "I have to learn this because we are going to be tested." This is a low form of motivation. Good teachers seek to motivate from within and effective motivation can be transmitted from you to your pupils. How do you motivate your class? The supervisor can help you to improve your techniques of motivation — so basic in any learning situation — by supplying examples of intrinsic and extrinsic forms of motivation.

(3) Flowing from motivation is interest. Why is your class interested? Because you have motivated them to the degree whereby they become interested. Lack of interest, lack of learning, denote lack of motivation. The supervisor can point out to you how to stimulate your pupils so that interest will ensue. It may not always be your fault, this lack of interest; it can stem from other factors subordinated to motivation—as lack of physical equipment, visual aids, books. Here oftentimes a supervisor can very discreetly suggest to the principal or pastor that Sister Susan needs better readers and the suggestion is often the means of helping her to do a better teaching job by supplying her with proper teaching material.

Stimulate and Challenge

Going back to the definition of supervision, you will recall that it is primarily concerned with the end result of the educative process, *the child*. Supervision at-

³F. H. Drinkwater, *Educational Essays* (London: Burns Oates, 1951), p. 133.

tempts to stimulate and challenge every pupil to the fullest development of his mental capacity. Through an adequate testing program, the supervisor has objective data regarding the capabilities of the pupils in the class she is to visit. Looking at the range of mental abilities she can detect whether you are working with a slow, an average, or a superior group.

If you have a slow group, and this can happen at times through no one's fault, then it is the concern of the supervisor to give you every help possible in order that these pupils master the fundamentals of basic learning. Should this class be expected to master as much of the prescribed course of study as the superior class? Absolutely not. Here is where supervision can aid you and your pupils, not by watering down the curriculum, but by providing ways and means of assisting the slow learner—securing the texts needed for his level, placing him in meaningful situations, wherein he is confronted with concrete, objective learnings, adjusting the curriculum so that the time schedule is shortened or lengthened according to the weaknesses of the pupil.

For Bright Pupils

For the bright pupil or the fast learner, supervision can help, too, by challenging the teacher to use her ingenuity and initiative in supplying these pupils with many activities which will enrich the curriculum. She herself must *have* before she can *give*. Therefore, supervision can be a means of stimulating the teacher to further learning so that she may reach these bright pupils. Today the world is afflicted with a mental disease—not a lack of talent, but a waste of talent. These pupils of high mental ability are to be the leaders of tomorrow and supervision can help the teacher so that she will reach and teach every bright child not just to get by, but also to compete with his own performance in attempting to excel himself each day. This bright pupil is so often the retarded pupil in that he is not using his faculties to their greatest development.

Take Pupil As Is

Teachers and parents are apt to place the blame for non-learning anywhere but with themselves. Supervision asks you to reach the child by taking him where he is now and then teaching him. Do not start at the level where you would like him to be. This is being very unrealistic. If you are a sixth-grade teacher in September you will have pupils ranging from grade three to grade eight in ability.

Supervision helps you to understand the pupil. To evaluate him effectively you must know more than his intelligence quotient. As a well-known educator has said: "It is not just the child's brain that comes to school."

Help Needed for Specific Instances

In special areas such as reading and arithmetic or with certain techniques as drill and testing, a teacher may need expert help. Professional courses in materials of

instruction, techniques of teaching reading or arithmetic help teachers. As well presented as these courses may have been, they are always very general and never made to fit specific classes. Here you are in grade 5, attempting to teach addition of mixed numbers. You think you have covered the ground adequately. After giving a survey test you discover that nine out of ten of your group have not grasped the basic understandings. What is the difficulty? Or, you are in grade 4. With 40 pupils. Knowing from your reading course that in this group you will have a reading span from Grade 1 through 8 and that you should suit the reading to the abilities of the pupils, you wonder just how do you go about doing this. Your supervisor can aid you in both of these instances. She will sit down with you and go over what you have done and are doing, pointing out where you have succeeded and failed and how to remedy the situation. Again, do not wait until the school is almost over before you seek the help you need.

The Teacher-Conference

In many other ways, too, such as providing units of work, demonstration lessons, expert advice from educators, bulletins, teachers meetings, an adequate system of supervision functions. As mentioned, classroom observation ranks as one of the most effective supervisory devices, so too the flower and fruit of supervision is in the teacher-conference. This is the one means whereby you can feel free to unload your scholastic problems and get the opinion of the supervisor to help you in becoming a better teacher. Some good techniques will be pointed out first and then—even though teachers sometimes resent it—faulty practices must be noted. It is often just as difficult to correct as it is to take the correction. But with a good feeling of rapport between teacher and supervisor this is gracefully done. A good teacher will ask how to improve her techniques if the suggestions are not forthcoming. You as a teacher realize that in your vocation you are using "the gift of wisdom" and want to use this gift to the highest degree and in the best manner.

Proud Heritage

You, then, as a religious teacher, have many more opportunities of utilizing the supervisory helps by your nearness to the supervisor, first your principal and then your appointed supervisor. Organized supervision as carried on today is only about fifty years old, but in Catholic schools it dates back to the founding of religious communities wherein one person was designated as local superior or principal charged with the carry-on of things related to the learning of the pupils. The heritage of Catholic school supervision is one of which all may be justly proud. Beginning with the highest ecclesiastical superior of the diocese or archdiocese, coming down to the superintendent, pastors, supervisors and principals, there is laid out a hierarchy of persons ever ready to come to the aid of teachers and pupils.

Possibly the question as to why supervision exists at

all, has arisen in some minds. Public and private schools are subject to its influence. Teachers, parents, communities, curriculum, textbooks, school policies—all are affected to a greater or lesser degree by it. But of all the facets of the program the one factor which determines any supervisory program is the child. It is for him that the program exists—just as all schools exist for him. At no time does either teacher or supervisor lose sight of the end result, the improving of pupils' better adjustment in their Catholic way of life. Textbooks, teaching devices, examinations, types of curricula, courses of study—not one of these ranks above a consideration of the child. As the focal point of education the child claims the first attention of anyone in a supervisory capacity. This includes you as teachers as you are the real supervisors of classroom learning.

Variables Ever Present

A truly Catholic philosophy of supervision recognizes that no two teachers will react in the same way and to the same degree. Even more so, pupils, too, differ in every respect. Supervision, too, will encourage and be sympathetic with you helping you to understand the variables ever present in the pupil.

Summarizing then, the meaning of supervision will be realized when those in an administrative position seek to be helpers to teachers and pupils. "Teaching is not a profession," Father Drinkwater says. "It is a vocation." It is your vocation. In your class you may have a pupil who will give to the world a cure for cancer; one who may invent even faster means of transportation than the rocket ship; still another who may be the occupant of the White House. Nevertheless, with such probabilities, there are certainties within your grasp as teachers. You have saints in embryo, potential leaders of the Church, ready to be molded by your words and example. Dare we shirk the sacred trust which is a God-given one?

Scholastic Examen

To teachers, supervisors, and those in administration, perhaps the best evaluative technique is to make a scholastic examen as it were and using the letters of the word *supervisor* from time to time ask ourselves:

Am I *sympathetic* with my teachers? They need my complete sympathy in the solving of their problems.

Am I *unselfish* with my time, efforts, energy in behalf of teachers and pupils? Do I take time to praise? to correct? to diagnose?

In my work, do I show a *professional* competence—a training which gives me confidence in what I am doing?

Do I show an *enthusiasm* for my work, every day, to everyone, in all circumstances? Do I bring my personal gripes with me?

Dealing with those in authority, am I *resourceful*, making the maximum use of each one's abilities, neglecting no teacher nor pupil?

Have I the *vision* to look ahead—the super-vision to envisage this teacher four or ten years from now—in other words, to give her a chance to grow professionally?

Do my words and example *inspire* others to teach in the best possible manner?

In my dealings with teachers, am I *sincere* and honest in my comments to them?

Do I possess *open mindedness*, never judging a situation on face value—but weighing all relevant evidence before making a decision?

Last but not least in value in my *relations* with teachers, do I show a respect for the human dignity of each teacher, realizing that she has feelings and reactions too?

Supervision can help you by first recognizing that you have many needs. However, you are the receiver of help. Therefore, realize, teachers, that there is much which can be yours if you will seek the help from those vested with the powers of supervision.

Looking into Our New Volume

(Continued from page 14)

of Science. The Catholic scientist will not, and the secular scientist should not ignore the supremacy of religion and philosophy.

We are pleased to present a contribution from Monsignor Carl J. Ryan, Ph.D., superintendent of schools in the archdiocese of Cincinnati, "Some Thoughts on the Teaching of Religion." He discusses many facets of his subject matter: the syllabus; the personal approach; attitudes versus subject matter; the use of newspapers; supplementary reading; enrichment; the teacher. Brother Henry Ringkamp, S.M., in "I Speak for the School," deals with the principles of good public relations for school personnel. Résumés of interviews with paper editors and radio broadcasters give the views of those whose help is sought for publicity.

In the Teacher to Teacher department, Brother Basil,

F.S.C., a veteran contributor to the EDUCATOR, speaks of questioning as the key to efficient teaching. This is followed by "Listening," the second installment of Sister Marie Cecile's "Training in Communication." "Introducing the Connors," the third installment, by Sister Marie Angela, takes up the topic of conduct at home.

Our analysis of the first three issues of the present volume of the EDUCATOR does not take into account the space reserved for a report of the proceedings of the third annual national convention of the Catholic Audio-Visual Educators Association, in Chicago, August 2-4, 1954. This reporting of the CAVE convention will be carried in the October and November issues of this new volume, in addition to the introductory addresses, including that of His Eminence, Samuel Cardinal Stritch, which appear herein.

BY REV. MR. LUKE CAEME, S.D.B.

Salesian College, Aptos, California

Like most boys in a junior seminary, Dominic Savio was also "rarin' to go." God had blest him with many graces before his admission into the Oratory

DOMINIC SAVIO

A Saint for Recruiters

A LITTLE KNOWN FACT, perhaps, about John Bosco's first home for boys in Turin is the double purpose it served. Street urchins coming in from the rural districts to look for work in the "big city" constituted his primary charges, for he took fatherly care of their upbringing and schooling. Other boys too, both from the city itself and from the country, who swarmed to his playground on Sundays, were the object of his catechetical labors. From these activities there arose a double classification of the students in the home: those who were learning a trade, and those who were studying with the intention of entering the clerical state.

Don Bosco a Realist

St. John Bosco was a realist. Conducting a home meant seeing his charges through till they were independent of him for a livelihood. He knew that a boy with a trade well could take care of himself after graduation from his school; not so a boy who studied without the intention of entering a seminary where he could gain security on promotion to an assistantship or pastorship; for to study with the mere purpose of higher education would mean that his charge would actually have no one to turn to for support after secondary studies—the boys were usually poor or orphans—and hence would be in danger of losing their own soul while at the same time becoming a burden on society. Don Bosco conducted no colleges.

Savio Started with Intention to Priesthood

Savio was one of the boys who entered with the intention of pursuing studies to become a priest. St. John Bosco at the time was at Murielido, a town near his own birthplace which he visited every autumn in order to give his wards a bit of country air and a good time after a long school year. Here he met Dominic Savio. What took place is recorded quite faithfully in the biography of his saintly pupil which he wrote after Savio died. It runs, freely adapted from the Italian:

"It was the first Monday of October, early in the morning, when I saw a young boy accompanied by his father, approaching to talk to me. The boy had a happy smile on his face yet stood in respectful posture before me. This drew my attention to him. 'Who are you', I asked, 'and where do you come from?' 'My name is Dominic Savio, Father; my pastor has spoken to you about me. We come from Mondonio.'

"I called him aside to speak about his studies and past life; he quickly became confidential with me, and I with him. I saw in that youngster a soul according to the heart of God and I was certainly amazed, considering the results divine grace had already achieved at such a tender age. After that long talk together, before I called over his father, he told me these exact words: 'Well, Father, what do you think? Will you take me to Turin to study?'

"It seems to me that there's good material here."

"How good will it do?"

"Good enough to make a garment for the Lord!"

"Then I'll be the goods and you be the tailor; take me with you to make a beautiful garment for the Lord."

"I'm afraid that your poor health won't hold up under the pressure of studies."

"Don't worry, Father, about that. The good Lord who has given me health and grace so far will help me also in the future."

"But when you finish your Latin what will you be?"

"If God will grant me the great grace, *I earnestly desire to become a priest.*"

Savio a Junior Seminarian

It was Bosco's intention that a part of the home take care of boys who showed an inclination to the ecclesiastical state. It was on this basis that Dominic Savio was admitted. He was what one might call nowadays a junior seminarian. In fact, "The First Plan for Rules of the Home attached to the Oratory of St. Francis of Sales," drawn up in 1854 — the time of Savio — an appendix for students reads in paragraph 3, article 3: "No one is admitted to the study of Latin if he does not have the intention of entering the ecclesiastical state, being free though to follow or not his vocation at the end of his course of studies."¹

Like most boys in a junior seminary Dominic also

¹ Lemoyne, G.B., *Memorie Biografiche*, Volume IV, San Benigno Canavese, 1904, p. 745.

was "rarin' to go." God had blessed him with many graces before his admission into the Oratory and now it was natural that he should want to continue to grow in grace.

Had a Conscious Goal

It must be remembered that at the age of seven, the year of his First Communion, he had already fixed a conscious goal for himself in his moral life with the following program:

- To go to confession and communion frequently.
- To sanctify the days of obligation.
- To have Jesus and Mary as friends.
- To prefer death rather than sin.

That his moral growth was a conscious factor in his life is clearly seen in the interview Savio had when he arrived at the school from home. St. John Bosco himself relates the encounter in his office:

"It is a common occurrence with the fickleness of youth to change frequently one's resolve about what one decides; so it happens not rarely that today one decides on one thing and tomorrow on another; today a virtue is practiced to a high degree, tomorrow the opposite; if, then, there isn't someone to watch vigilantly there is great danger that an education which could have turned out well for someone might instead bear evil fruits. For Dominic it wasn't so. All these virtues that were born with him in the various stages of the development of his life, increased even more wonderfully all together, without one being a hinderance to the other. Coming into the Oratory, he surrendered himself, as he put it, entirely into the hands of his superiors. His gaze happened to fall on a card bearing large print with the following words often used by St. Francis of Sales: **GIVE ME SOULS, TAKE AWAY THE REST!** As it was in Latin I helped him to translate it. He thought for a moment and then added: 'I understand, here you do a big business in souls; I hope that my soul too will be part of this enterprise.'

Asks Don Bosco for the "Know-how"

'It wasn't six months that he was there when he heard Father speak about how easy it is to become saints. He went straight to the preacher after the sermon and asked St. John Bosco for the "know-how." The Saint revealed his practical knowledge in leading boys to God: no austere penances, (perhaps Savio like Aloysius, may have desired them) no added practices of piety to the daily routine of a religious school; but the foundation of all and any further growth in grace was to be sought in the exact observance of the rules of the home, out of personal generosity and love of God and in the constant diligence in the performance of the ordinary actions of a student's life.

Such a program would be enough to throw cold water on the aspirations of a would-be saint who was seeking some extraordinary path to holiness in who-knows-what mysterious and mystic exercises of the interior life. St. John Bosco controlled any flair for

pious sentimentality and at the same time avoided the sin of feverish external activity divorced from the motive of the supernatural love of God. In this he was a true disciple of St. Francis de Sales who wrote: "The act in itself is nothing; the motive of love is all."

Duty Taken Joyously

The life of duty well performed and perseveringly adhered to was the program Savio followed *joyously*. This was the second feature St. John Bosco emphasized for his junior seminarians and trade students. Happiness for boys means that they should have plenty of fun. As the saying of Neri goes: "Run, skip, and jump about, but don't commit sin." This chance for fun was supplied in the ample time allotted to recreation in the school playground, outfitted with the common devices and amusements of the day, with the frequent theatrical performances and shows on Sundays and major feasts of the liturgical year, with outings and picnics, with familiarity among the students and teachers sharing the same life, with the exterior solemnity and splendor of the church services, and with the musical band, choirs, and glee clubs. Not least was the happiness that came from a conscience in the state of grace. For St. John Bosco this meant frequent confession and communion; the confessor being fixed, but freely chosen.

It is no wonder, then, that piety in the Oratory, and Savio's in particular, blossomed forth in two great Christian manifestations: devotion to Jesus in the Blessed Sacrament and devotion to Mary Most Holy.

Marian Devotion

Dominic loved the Blessed Mother and because of his generous love he never left the church services without stopping a while in front of her altar. He said the *Angelus* well, appreciating, as Father Bosco notes, the significance of the dogmas of the Incarnation and the Redemption implicit in the practice. On Fridays he prayed the Litany of Our Lady or the devotion of the Seven Sorrows. Every day he said his beads. In May when Marian fervor ran high throughout the Oratory due to the inspirational talks of St. John Bosco, he was permitted, as the custom prevailed, to approach the communion rail daily. For his companions, in the brief moments of a lull in the conversation, he would bring in a story about Mary.

His love for Jesus grew out of and with his love for the Blessed Mother. Under the guidance of his director and confessor who firmly rooted all education in the Eucharist — a soul in the state of grace is disposed to do good by Christ Himself — Savio reached such towering heights of perfection that Pius XI did not hesitate to call him "small, but a great giant of sanctity."

Permission for Daily Communion

At that time, before the decree of Pius X allowing communion on a much freer basis to all who were in the

state of grace and well disposed, it is to be noted that St. John Bosco deemed him well prepared to receive communion daily, not merely frequently (two times a week). As moralists taught then, that meant that the communicant not only avoided all deliberate venial sin but also showed no affection for it and at the same time had an intense longing and desire to receive the Body of the Lord. Savio manifested this qualification because his confessor on interrogation in the confessional found him competent and hence granted the permission. That was the procedure of the time: the confessor advising the penitent when and how many times he should receive communion.

Savio also showed in an outward manner that his communions were fruitful by leading a life in such a way that all his daily actions were a preparation or thanksgiving for communion. The same has been said of St. Aloysius before him. But there was nothing extraordinary in his preparation or thanksgiving: his hands were folded, his head a little bowed; and with Jesus in his heart he used to say: "I just talk to Him, and He talks to me." Later on, though, in his brief life he was to receive those graces *gratis datae* granted by God to his great lovers. Even then in order to avoid attention he used to retire where he could not be seen in his moments of rapture and ecstasy, and, when he was discovered by St. John Bosco, he would merely call them "distractions."

A Model Student

His intense love for Jesus made him a model student in his personal life and in his apostolic endeavors. A witness to the latter is the practice of visits to the Blessed Sacrament which he managed to start in the Oratory and which are now a regular practice in all Salesian schools, parishes, or centers the world over. They were begun on the invitation of St. John Bosco who was modelling himself, in turn, on St. Alphonse Liguori, another great lover of Mary and Jesus.

One other apostolic work must not be passed over in these days of the sodality revival in our country and abroad. It concerns the establishment of the Immaculate Conception Sodality among a group of select students and clerics who were all eager to please the Blessed Mother and our Lord. Savio was one of the founders; he also helped draw up the Rules, which as approved by St. John Bosco, and later by the Church, still stand to this day. In fact, in the year 1956 the Salesian students will be celebrating the centenary of its foundation.

Model of Purity

A final point should consider the purity of Dominic Savio which may be held up as a model of imitation to junior seminarians of today. Because he achieved what psychology terms an "integrated personality," as he was developing in years and grace, he was able to live his few years of adolescence granted him by God, in complete peace of soul. Jesus and Mary were the conscious goal that kept his life spotless, knowingly

and willingly in his own student environment as St. Aloysius in a court environment. With such sustaining motivating factors his moral life till his death suffered no blemishes and he stood his ground in matters of the difficult commandment, at his level of development.

For St. John Bosco, love of purity was the result and the natural fruit of the devotion to Mary Most Holy and Jesus in the Blessed Sacrament, under the hammer stroke of confession. For Dominic Savio, devotion to Mary meant a way of life and a promise: never to do anything that might in the least way offend against purity. He worked out his ideal consciously and worked at it conscientiously, so much so that Savio himself used to tell Father that his head ached in the effort to keep the custody of his eyes. At that time while St. John Bosco conducted a home for boys it was still his practice, because of the lack of space and teachers, to send his students out to school or work. He had no classrooms or shops, yet.

Incidents can be multiplied of Savio's love for the angelic virtue, both before his entry into the Oratory and during his brief stay there before his untimely death. "Once," as St. John Bosco himself relates it, "in going and coming from school he fell into great danger for his soul on account of some companions. It is the custom of youngsters, in the summer heat, to go for a swim now in the streams, now in the rivers or ponds nearby. With many boys together, naked, and sometimes in public view, it is both a danger for the body because we have to lament many times the death by drowning of many an imprudent lad, and also there is more danger for the soul with many youths having to deplore the loss of their baptismal innocence because they went out for a swim under those conditions and learned evil!"

"Several companions of Savio had the habit of going for a dip. Not satisfied to go alone they wanted to bring him along too, and they succeeded once. But having been advised that it was a bad thing to do, he showed himself very sorry. Nor was it possible ever to invite him again, and he cried many times over the danger he had been in, both for his body and for his soul."

Providentially a Model for Junior Seminarians

Considering the occasions modern youngsters find themselves in, face to face with daily and vehement inducements to offend the law of God through improper radio and TV performances, certain billboards, movies and amusements, it is only providential that God in His goodness and mercy, has raised up a boy to be a model for other boys in their dedicated life as junior seminarians, preparing themselves to be worthy candidates for the priesthood, so much the more so because they will be bound to lead later, by choice, a celibate life.

Dominic Savio's personal and apostolic life may be summed up in three words: piety, study, and cheerfulness; from all three flows his purity. Savio is the "vocation-minded" teacher's model to present to aspirants to the clerical state.

BY SISTER M. MERCEDES McGINNIS, S. L.
Loretto Academy of O. L. of Light, Santa Fe, N. Mex.

CURE-ALL DISCIPLINE TECHNIQUE

Integral to Daily Schedule

THE AUTOMATIC "CURE-ALL" TECHNIQUE is a device aimed at instilling, fostering, stimulating, and clinching those qualities which the end-product of Catholic education has envisioned for its graduates and future religious.

Applied daily in the classroom over a period of four years, this "live your Faith" discipline urges the student to translate his Faith daily into action by always applying Catholic principles, attitudes, understanding, and habits in his relationship with God and his fellowmen. He thus becomes the true and finished man of character defined by Pius XI, "the supernatural man who thinks, judges, and acts constantly and consistently in accordance with right reason, illumined by the supernatural light of the example and teachings of Christ."

This technique—an integral part of the daily schedule—aims at doing away with all irregularities in conduct in class period or during study hall sessions: disobedience, inattention, disrespect, tardiness, incorrect attitudes, untidiness, disturbance of the class, not having home assignments, disregarding the school rules, and generally not doing justice to themselves, the school, or giving satisfaction to the faculty when on the school premises.

Printed Slip Device

This device of the automatic "cure-all" discipline technique consists of a printed slip issued daily, or for convenience, monthly, by the office of the school to faculty members, including glee club, dramatic, physical education, librarians and any other teachers having regular dealing with the student body. On the slip is printed the titles of the four classes of the high school, proportionately spaced and under these titles the teacher as they go from room to room, or as the classes assemble before them, as is the system of their school, will list the names of refractory pupils to be retained at the scheduled "automatic cure-all discipline" last-class period. In entering the name of the pupil, the teacher shall also list the misdemeanor of which the pupil is guilty.

These automatic "cure-all" discipline technique check slips held by the various teachers will be sent by each holder thereof to the office at fifteen minutes before dismissal time where they will be re-compiled placing the

names of all Freshmen pupils to be retained under "Freshmen", Sophomores under "Sophomores"; etc. The lists will then be taken to the various specified classrooms where the sponsor of the class will read the list to the class. If a public address system is had in the school, the principal may read the list from the office. As the names are read, the pupils will rise, take their books and report immediately to the designated room for the scheduled "last class" session.

Appeal is to the Principal

Once a pupil's name is placed on the automatic "cure-all" discipline technique check sheet, there can be no recourse for that day. He must remain. The exception to the rule is the following: Should the pupil have an appointment with the dentist, oculist, or medical doctor, then his name will be placed on the list for the "last scheduled class" for the following day and should his name appear on more than two faculty teachers lists on that day, then he will remain a full week for the "last-period class." If the pupil feels he has a right of grievance, he will see the principal on the matter and the decision will then rest with the principal who will, if the matter requires, consult with the faculty member.

At a faculty meeting, the entire plan of the automatic "cure-all" discipline technique should be carefully discussed prior to its adoption. At this time the list of misdemeanors may be drawn up according to the circumstances of the locality and, if necessary, parents may be made aware of the school's new program. Those members of the faculty who do not have any need of such a plan should not stand in the way of those members who do need such a plan, since all teachers are not equally strong disciplinarians. If only one teacher on the faculty has need of this technique, it will have served its purpose. The fact that the technique is an integral part of the daily schedule, and is available for use, relieves strain and puts every teacher on the faculty perfectly at ease in the classroom. Such a technique gives prestige and power, calmness and deliberation to the faculty members to appear before a class with a smiling countenance, a friendly and gracious manner which will lend a charm to the religious vocation of teaching, and perhaps, incline some youthful hearts toward religious life in the teaching vocations.

Technique Explained to Pupils

At the time that the automatic "cure-all" discipline technique is inaugurated formally into the school by the principal at an assembly, from the office of the principal over the public address system, or privately before each class assembled in the home room, the new technique should be explained to the pupils and the list of misdemeanors for which they will be held accountable read to them. This list may then be placed on the bulletin board or elsewhere in the classroom or school corridor bulletin board for the benefit of all concerned. Once the pupils understand that this "last-class period" has become a part of the daily schedule of classes, and that no previous engagement or extra-curricular class—athletics, dramatics, glee club, news staff, societies, clubs, cheer leaders' practice, or the like—has priority over it, they will think twice before offending against the regulations of the school, or of misbehaving before teachers or classmates. This works a hardship on the teachers of these extra-curricular activities and after-school classes yet, it is believed that though seemingly this is so, in reality, it will prove the reverse, for any pupil who wants to take part in these extra-curricular activities will be very much alerted to offending against any school precedent.

Trouble-Makers Dealt with at Once

This technique is superior to others in that it immediately locates the trouble-makers and disturbers of the peace of the school and effectively deals with them alone, excluding those who do not deserve punishment. Furthermore, it takes care of the proverbial "bad apple" before it spoils all the good apples in the barrel. To inform others of their faults is a very difficult task, and often those who are charged with it hesitate to do so at the risk of either failing in their duty, or of procrastinating in its discharge, thus allowing bad example to grow in the classroom. They would be willing to speak but they foresee the welcome their words will receive. They wait, they are silent, they put off the correction. As a result the evil spreads, the defect grows, the existing disorder is aggravated, and the duty of correction becomes more difficult each day. By use of the "cure-all" discipline technique good example will be fostered and prevail in the classroom and thus the love of virtue which exists in every youthful heart, and in some hearts more deeply than in others, will be stimulated.

Pupils Learn to Curb Themselves

Daily, the pupils are learning from the first day of the first year of high school to curb the inordinate tendencies of their nature, to avoid every infraction of the school rules or laws, for each infraction necessitates a punishment—a deprivation of liberty under the sanction of the law. Gradually, a distaste for ill-doing will be born in the mind of the pupils, and a self-directed discipline will be automatically set up which will be much to the advantage of the student. The use of the "cure-all" discipline technique check list should revolutionize the

attitudes of the pupils; it will make law-abiding citizens of them; it will remove from them that spirit of vindictiveness and continued insubordination for supposed ill-treatment. The seeming incorrigibility of the pupil must yield to the firm hand of the "cure-all" technique, for the offenders of school law and discipline will find themselves daily in the "last-period class." The pupil now cannot blame the teacher but must blame himself for it is the law of the school which he has transgressed and that is the reason for his punishment. All odium is taken away from the faculty members—they are not responsible in the eyes of the pupil—it is his own wrong doing or his failure to have his home assignment which has put him under punishment.

Actual Grace at Work

Is it not evident that actual grace is fostered and stimulated under such a routine and that actual grace being advanced in the soul by a constant alertness against all indocility, disrespect, and laziness, the pupil will be in a receptive mood to reflect on his vocation. Furthermore, after four years of daily observing this technique there should be built up in the students and pupils of the school a reflective, docile, respectful, and loyal attitude which, should the pupil have a call to a higher vocation will enable him to have the moral stamina necessary to withstand the hardships of a religious training.

Technique May Be Extended

The automatic discipline "cure-all" technique may be extended in a number of ways to bring recalcitrant pupils into line. e. g., if the same misdemeanor be found on two or more faculty lists daily, the pupil will remain each evening for a complete school week in the "last-period class"; if a pupil's name has appeared a designated number of times upon the "last-period class" list he may automatically be made ineligible for the honor roll. Likewise, pupils who are class officers, librarians, editors, cheer leaders, club leaders, club presidents, council members, including extra-curricular activity members, or members of the athletic teams might, after a designated number of sessions in the "last-period class" be demoted from honors and privileges, such as trips, tournaments, games, and class officers.

Crux Is in Daily Schedule

However, the crux of the entire matter lays in the major fact that this "Cure-All" Discipline Technique "last-period class" must be incorporated into the daily schedule and be made a period of the daily class routine because secondary pupils have so many and varied activities to claim their time, attention and their attendance that it is impossible for any faculty member, not a sponsor, to get them into the classroom once the general dismissal bell has sounded. They will demur when assigned to return after classes and will tell you they cannot for they have to go here, there, and yon; and they just do not return. Such a condition as this obvi-

(Continued on page 88)

BY SISTER M. AGNESINE, S.S.N.D.

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HOW TEACHEST THOU?

AN UNUSUAL TURN OF EVENTS found me, quite unexpectedly, at one of our ideally located convent homes. A large picture window in the rear wall of the Sisters' study, brings to view mile upon mile of breathless beauty; the beauty of mist-drenched heights and fruitful valleys, of ripening fields and grazing cattle, of occasional white cottages, tucked securely between protecting hills and surrounded by gay flower gardens.

One thought came to me again and again, as I contemplated the magnificent scene stretched out before me: the thought that most of us, in our great haste to keep pace with a materialistic world, take little or no time to direct our pupil's minds to the beautiful and true and to lead them thereby the more securely to the source of all beauty, to God Himself.

From Nature Up to God

One cannot live long with such unearthly loveliness without being impelled to life one's heart "from nature up to nature's God." Not all of us are fortunate enough, however, to live so close to nature in its most glorious aspects. But all of us have more than sufficient means to give our pupils, be they beginners or seniors in high school, a deeper appreciation of the beauty and goodness of God as it is manifested to us in nature, in poetry, in works of art of every description.

By Correlation With All Subjects

With a bit of planning a teacher can so correlate his work that little or no extra time need be taken to lift his pupils for the moment out of the humdrum of everyday life to realms of sublime beauty, or better still, to help them discover "beauty everywhere."

The need of man is eyes to see

The presence of divinity.—CHARLES NELSON PACE

In that sense every Catholic teacher is, or ought to be, a religion teacher. For, as we are so frequently reminded, religion must be the core of all subjects and cannot, therefore, be confined to a half-hour period a day.

By Means of Pictures

Let us take a few examples of what can be done by way of bringing a deeper appreciation of God's gift of beauty into the lives of our pupils. Lacking direct contact with picturesque scenery, we may gather together colorful pictures of nature scenes or purchase them at little cost. Such pictures may be filed away for repeated

use and brought to the attention of the class according to the season or in correlation with literature, religion, science, or any other subject.

A picture a week may appear on the bulletin board with some striking quotation such as, "Because God fills the universe, there is beauty everywhere." Ordinarily, until the pupils themselves learn to take notice of and comment on these varied scenes and quotations—as they should be led to do—the teacher should make some reference to them; or, what is still more effective, use them for themes for oral or written work, or as matter for quiet thought and meditation. A few words from the teacher, sincere and heartfelt, at just the right moment, will deepen the impression: "Dear God, if only a small part of Your creation can be so beautiful, how wonderful You yourself must be!"

Suggested Themes

Such themes as the following may be suggested: God in Our Garden; My Song of Praise to God (simple, original verse); Thank You, Dear God for—(Rain, Snow, Baby, etc.); Thoughts at Sunset; Beauty in Common Things (Insects, raindrops, leaves, grasses).

A verse from the psalms or some other literary selection to fit the picture or the occasion, preferably to be discovered by the pupils themselves, will stimulate thought and broaden both their cultural and spiritual outlook on life. Take the *Benedicite*, for example. What a wealth of ideas it calls up for a class in designing, or lettering, or choral reading, for sheer literary appreciation, for a song of praise of their own making.

There are available also motion pictures and filmstrips depicting scenes of rare beauty. Add at their showing a recording of some great hymn of praise, such as "Praise Ye the Father" or Palestrina's *Gloria Patri*, and even the younger children will more easily comprehend why it is only natural that man's first desire should be to praise and adore God.

By Awakening A Consciousness of True Beauty

Naturally we must not expect all students, most of whom have early acquired a materialistic outlook on life, to become at once highly enthusiastic over the things that they have always taken for granted. Nor should such themes as those mentioned above be forced on all pupils alike. Rather, this awareness of true beauty must grow upon them gradually and must therefore be cultivated more by indirect procedures than by direct

teaching. The possibilities for variety in presentation are practically unlimited.

However, a mere cluttering up of the bulletin boards with ornamental designs of questionable artistic value, be they of a religious nature or otherwise, will not necessarily give our pupils a lasting taste for true beauty. Perhaps if we teachers were more intent on directing our pupils to see *all* of creation from God's point of view, we would succeed better in forming wholly integrated Christians, who can recognize the hand of God wherever they are and under whatever conditions they must work out their eternal salvation.

Through All of Creation

There are the trees and the flowers, the birds and the insects, that can help even the younger children to see the beauty and diversity of God's creation and instinctively lift their hearts and minds to Him. We need not wait for the biology teacher to point out how even the tiniest insect has within itself a unifying principle that controls all its parts or how it must have taken a Supreme Intelligence to implant within an acorn the potentiality of producing a great tree—not *any* tree, but an *oak* tree.

A bouquet of flowers is brought to the classroom, let us say. The teacher looks at it admiringly for a moment. "How wonderful God is to give us such a variety of lovely flowers just to make life more beautiful and to remind us of Him," he says, half to himself. "Let us see how many different flowers we can name . . . Yes, and there are thousands more, each with its own special design and color, perfume and charm. I am sure that sometimes when you are alone, looking deep into the heart of a flower, or watching a magnificent sunset, or the flash of a bluebird's wing in the sky, you will remember to lift your hearts to God and reverently say: Glory be to the Father, and to the Son, and to the Holy Ghost; or some favorite verse from the Psalms."

On Special Occasions

Instead of teaching poems merely as they follow in the reader or the literature book, why not suit particular selections to the season, the religion lesson, to the special occasion or the mood of the moment? A gentle rain may bring fresh, green lawns over night or softly falling snowflakes may once again purify a drab world and invest it with a gleaming whiteness. Without further comment there may appear on the blackboard such lines

as these:

"Nowhere on earth is found the man
Who works as silently as God."

And with it comes the hope that sooner or later the pupils themselves will sense the application and make known their discovery to the teacher and the class.

Through Art and Architecture

No pupils should leave our Catholic schools without at least some knowledge of the great masterpieces of art, particularly religious art. It is strange that we should make so little of our own Catholic heritage and leave it to those outside of the Church to discover and use with justifiable pride, what we so lightly throw aside: the great madonnas, for example, or Gregorian chant. A class of high school seniors in one of our public schools recently sang, as one number of their graduation program, a selection from the Requiem Mass. Even one great masterpiece a year, assigned for intimate study, would no doubt open new vistas of thought in many a pupil's mind.

To-day, when all the world seems on the move, a few words about beautiful churches and their significance in our Catholic lives, may arouse new interest in architecture, particularly in the great churches and cathedrals of the world, and may, incidentally, add much to both pleasure and profit in travel.

At Every Opportunity

Every Catholic teacher without exception, whether he teaches languages or science, mathematics or art, history or geography, has countless opportunities to point out God's goodness, and beauty, and truth. It takes a little extra planning, yes! But what benefits may result both spiritually and otherwise.

There was the young man who came back to his teacher after having successfully published a number of poems and produced a noteworthy play, to tell her that it was she who had first opened his eyes to true beauty, while he was still in grade school.

There was the pupil who exclaimed, after attending with the class, a dramatic production of unusual artistry and nobility, "How can I ever enjoy anything cheap again, after seeing that play!"

There was the girl who declared, while watching an indescribable sunset, "How homesick we should be for God, who contains all this and infinitely more beauty in Himself!"

Teacher to Teacher—In Brief

WITH AN AIR OF SATISFACTION

By Sister Marlita, I.H.M., St. Mary Convent,
Monroe, Michigan

TRULY THEIR HEARTS ARE HIS GARDEN", I reflected, as I drew out my first teacher reference for the little ones' story of Adam and Eve. My Saturday afternoon study hour always gives me time to build a bit of extra background on my weekly story supply. Now my thoughts drifted back to the interesting literature study of the past summer. The brief span of a week spent on the Bible opened hundreds of possibilities in material for new and different stories in religion, especially in presenting little virtues for practice after First Holy Communion when basic principles have been drilled thoroughly. But the detailed study of "Paradise Lost" presented a panorama of new ideas.

Love of Narrative Poetry

Research, reading the epic itself, and plenty of group discussion gave me a new slant on Milton and an exuberant love of narrative poetry which I had never before experienced. From the days of our high school classics, narrative poetry had never intrigued me in the least. Though *Beowulf* motivated my love of poetry considerably, Spencer's *Faerie Queene* destroyed most of it.

What Milton Offers

What is there about Milton that has made poetry suddenly live for me? Milton has logic, though faulty in places. He is an artist. He has insight. He can sound depths in human nature. He has experienced suffering. He knows life. From a literary point of view, Belloc speaks well when he says, "Whoever has read 'Paradise Lost' has continually regarded the sublime and followed a slow but living sequence, which leaves his mind furnished with an air of satisfaction." Milton was not a Catholic and though we must judge his work according to our moderate realist standards of philosophy, we should fully accept the fact that Milton's genius gives his work a brightness seldom equalled.

Thoughts Raised to Grandeur

I feel that Milton raised my thoughts to heights of grandeur. His invocation to the Muse Urania and to the Holy Spirit set the stage. From the bitter despair, cowardly fear, and endless suffering of the fallen angels in hell to the heights of heaven's greatest glory, the

Beatific Vision, and thence to earth, the writer takes us in spirit.

Everything great must have a universal theme. Milton's idea is well chosen. He plans "to justify the ways of God to men." He really achieves it, too. In true epic form, he does not end his poem at the end, but leaves us to imagine the far-reaching horizon of the future, as Adam and Eve are cast out of Paradise:

The world was all before them, where to choose
Their place of rest, and Providence their guide.
They, hand in hand, with wandering steps and slow,
Through Eden took their solitary way.

(XII, 653-656)

Result of Great Magnitude

Descriptions do become lengthy at times. There is that section in Book One about Mammon and his love of gold which terminates in a discussion of gold-mining. But it was probably the poet's purpose to build in careful detail the momentous actions of this devil which led to the result of great magnitude—his loss of Heaven.

I like his technique in handling the theme. The vocabulary is dignified and characteristic of the Greek and Roman classical writers, as, for example, in the references to ancient gods and goddesses. The imagery is superb, particularly that of hell picturing its nature and depth of suffering. Descriptions of physical stature, too, are very vivid as exemplified in the comparison of Satan to Leviathan, the hugest sea monster of the ocean mentioned in Isaías 27,1:

Thus Satan, talking to his nearest mate,
With head uplift above the wave, and eyes
That sparkling blazed; his other parts besides
Prone on the flood, extended long and large,
Lay floating many a rood, in bulk as huge . . .
as that sea-beast
Leviathan, which God of all his works
Created hugest that swim the ocean stream; . . .
So stretched out huge in length the Arch-Fiend lay,
(I, 192 . . . 209)

He skillfully used the heroic blank verse so that the length of the line though slow, carries the majesty of his thought. The omission of rhyme prevented the jingling effect. By using the present tense, Milton motivated our interest to follow his step by step development.

Appreciation Hampered

My aesthetic appreciation of *Paradise Lost* was hampered, however, by the chief character Satan outshining all the others. Perhaps, I told myself, it was because of Milton's philosophy of life. Dante, whose model he

faithfully followed, was an intensely spiritual Christian and with his spiritual vision, would have toned down his evil characters and polished God and the good Angels to their proper splendor. In his effort to achieve the perfection of his plan, Milton failed to capture the true spirit of complete happiness and absolute contentment of Paradise. As Grierson says, he made heaven "a totalitarian state."

God was to be obeyed and the tempter, hating the subjection of obedience, outshone every other character because the stage was perfectly set for him at all times. At the council of the Devils in Pandemonium Hall, for example, Satan, supreme commander of the wicked legions, stood alone, the proposed hero of the plot, then there was that clever strategy Satan used to outsmart Uriel, the Guardian Angel of the Cosmos, and the flashy cloak of the serpent he craftily put on to win Eve's attention in the Garden. Evil, however, is presented as evil and this is in Milton's favor.

Enlarge on My Story of the Creation

Next flashed upon the television screen of my imagination in magnificent array, the twelve books of *Paradise Lost* each with some special vitamin for my daily religion plans. Through the help of Book Seven, I could enlarge on my story of creation. Books One and Two, used with due prudence, would help me in my story of hell. Book Three would provide me with rich material on heaven and how Christ our Redeemer offered Himself to die for us. The angelic chorus singing the unending "Holy, Holy, Holy," praising God in the highest and giving glory to the Son of God would make a wonderful story.

Recognizing the little amarynth flowers in the angelic crowns as those which grew by the River of Bliss and

never died, I would assuredly have to tell this story, for these little flowers represent the virtues of humility, patience, and many others. Since the hearts of the little children are His garden, these flowers must grow freely there.

Background for Story of the Fall

Books Five and Six would give me an excellent background for the story of the fall of the angels. From Book Three, Milton's words concerning Satan's trickery of the good angel:

For neither man nor angel can discern
Hypocrisy—the only evil that walks
Invisible, except to God alone.

(III, 684-686)

would be a perfect take-off in my own background for the story "God knows all I think and do and say; I can never fool Him." Book Nine would be a wonderful picture of all except the spirit of Paradise. I like Milton's description of Satan's flattery of Eve as he says,

So glazed the tempter. (IX, 557)

To Avoid Getting Prosaic

Book Ten, portraying the loss of heaven, the preternatural gifts, and of Paradise, Book Eleven, telling about the great flood, and Book Twelve, describing the coming of the Redeemer, are all helps that I greatly need to avoid getting prosaic in my daily lessons.

Suddenly the voice of God—the bell—sounded the Angelus. It did not seem possible that a whole hour had passed in reveries on literature, but this time it had been worth-while. As I stood to say the words of Mary's *Fiat*, it seemed one grand continuation of all that had gone before. Reverently making the Sign of the Cross, I hurried to join my companions. With an air of satis-

Part of the clothing and textiles laboratory at Marycrest College, Davenport, Iowa, is shown below.



faction, I reflected that my treasury of stories was replete for at least six weeks.

HOME ECONOMICS GRADUATES

A Twofold Future

By Miss Sally Giltner, Marycrest College, Davenport, Iowa.

A COLLEGE PROGRAM in home economics provides the two things most young women are seeking: education for homemaking and for a professional career. Preparation for both of these at Marycrest College includes a general education as well as specialized professional training.

The home economics department recently sent out a questionnaire to all graduates with a major in home economics. The purpose of this survey was to evaluate the results of the education received by the women, and to improve course offerings for those undertaking home economics majors at the present time. Including all the classes from the year 1940 through 1952, eighty-one per cent of the questionnaires were returned.

Subjects Considered Most Useful

In the inquiry about their college work, the graduates were asked to list the subjects which they felt had been most useful in their work. Thirty-five per cent listed foods; twenty-eight per cent, nutrition; twenty-three per cent, meal planning; twenty-one per cent, chemistry; and sixteen per cent, clothing. Others listed were religion, philosophy, psychology, education, biology, journalism, diet therapy, and quantitative cookery.

Course in the Family Cited

In listing subjects which they felt would be useful and which they had not taken, there was not a high percentage in any one course. However, those found most often were courses in child development, equipment usage, experimental cookery, journalism, and typing and other business courses. One of the graduates says, "The course in the family . . . did a great deal for me to clarify my thinking and strengthen my convictions on such things as the dignity of womanhood, and sacredness of marriage, and the importance of the home to society."

Another says, "I must readily admit that I have made use of every subject I ever took in college."

This urges us to find what minors were chosen by the graduates in their college work. The following per cents can be given:

English	34%
Chemistry	23%
Science	21%
Education	21%
Secretarial Science	16%
Biology	16%
Social Science	14%



Girls at Marycrest College are Shown Preparing For a Style Show

In pondering these figures, the reader must realize that some of the women held more than one minor.

Many Pursued Graduate Work

Fifty-four per cent of the graduates have done graduate work in their division of home economics. Of these, eleven per cent have received a Master's degree, and thirty-three per cent have completed a dietetics internship.

Thirty-four people answered the question regarding work they have done in publicity. From these, seven, have done some writing, and seventeen have given food and appliance demonstrations and lectures in schools, organizations, and in the home.

In attempting to discover exactly what type work the graduates are doing, major and minor duties were listed. As the occupations varied, no decisive pattern can be seen. It is interesting to note here that from the answers received, forty-eight per cent are married, twenty-six per cent have entered the religious life, and twenty-six are not yet married. (The survey includes very recent graduates, a factor which must be kept in mind in analyzing the figures.) Divided among those

Marycrest's Meal Planning Laboratory Displays Its "End Product"





Via, Veritas, Vita



SAINT BENEDICT'S COLLEGE

(A Catholic college for men, day and resident, under the direction of priests of the Order of St. Benedict, formally opened in 1859)

LOCATION

Situated just outside the northeast limits of Atchison, Kansas.

ACCREDITATION AND AFFILIATIONS

St. Benedict's is accredited by the North Central Association of Colleges and Secondary Schools as a degree-granting institution and fully accredited by the University of Kansas and by the State Board of Education; affiliated with the Catholic University of America and a constituent member of the National Catholic Education Association; member of the Association of American Colleges; accredited by the Board of Regents of the State of New York; recognized as a class A college by the University of Illinois; approved by the Department of Education of the State of Washington as an institution for the training of teachers.

COLLEGE OBJECTIVES

The institution strives to give distinction to its curriculum by the emphasis it places upon the liberal arts and sciences and liberal culture as distinguished from vocational and professional training; by the teaching of religion as the unifying principle of all knowledge; by the formation of habits of industry, thoroughness and breadth of view; and by the development of social interests and the consciousness of social responsibilities. Concessions, however, are made for those who feel the necessity of preparing for a profession or for vocational work before finishing their liberal education.

FACULTY

Benedictine priests and lay officers of instruction.

LIBRARY

100,000 volumes, 850 current periodicals.

DEGREES

- 1) *Bachelor of Arts* (Classics—Economics—English—German—History—Mathematics—Philosophy—Psychology—Sociology)
- 2) *Bachelor of Science* (Biology—Business—Chemistry—Physical Education—Political Science)

CURRICULUM DEPARTMENTS

Agriculture	German	Pre-Agriculture
Art	Greek	Pre-Dentistry
Biology	History	Pre-Divinity
Chemistry	Latin	Pre-Engineering
Economics	Mathematics	Pre-Forestry
Business	Music	Pre-Law
Education	Philosophy	Pre-Medicine
English	Physical Education	Pre-Pharmacy
French	Physics	Psychology
Geology	Political Science	Sociology
Religion		Spanish

Illustrations (from top right): college chapel; campus aerial view; dinner time; library; intramurals; stage crew at work.



Via, Veritas, Vita

SAINT BENEDICT'S COLLEGE

THE CO-CURRICULUM

Student Personnel Services: Individualized Guidance Services—Placement Bureaus—Health Service—Formal and Informal Functions.

College Societies and Clubs: Student Council—*The Rambler* Staff—St. Vincent de Paul Society—Sociology Club—International Relations Club—Interracial Commission—Press Commission—*Raven* Staff—Confraternity of Christian Doctrine—Debate Club—National Federation of Catholic College Students—Raven Theatre Guild—Rifle Club—B-Club—Glee Club—Band—Orchestra.

Athletics: Varsity schedules in football, basketball; intramurals in football, basketball, baseball, handball, tennis, swimming, golf.

Student Publications: *The Rambler* (bi-weekly), *The Raven* (annually).

ADMISSION: GENERAL REQUIREMENTS

Application blanks (furnished on request) must be filled out properly and directed to The Reverend Registrar, St. Benedict's College, Atchison, Kansas, and must be accompanied by \$5.00 registration fee and \$10.00 room deposit.

ADMISSION: SCHOLASTIC REQUIREMENTS

- 1) Freshmen applicants must furnish a testimonial of good character; students coming from another institution must provide, in addition, a certificate of honorable dismissal and a transcript of credits.
- 2) Sixteen units of secondary work in acceptable subjects must be offered by every candidate together with a recommendation by the principal of the high school last attended. At least ten units must represent academic work (English, foreign languages, mathematics, natural science and social sciences). Three of the ten units must be in English. Five of the sixteen units may be selected from the academic subjects and/or from agriculture, commercial geography, commercial law, bookkeeping, shorthand and typewriting, commercial arithmetic after algebra, drawing, (art and design) mechanical drawing, general science, manual training, home economics, vocations, journalism, music.
- 3) Transfer Students: Certificate of previous studies must indicate courses taken, number of semester hours in each subject. Students from unaccredited colleges will be granted advanced standing after successful examinations prescribed by the Dean.
- 4) Special Students: Students who are not applicants for a degree may be admitted with the permission of the Dean.

N.B. All freshmen are required to take the psychological and aptitude tests prior to registration for any class work.

EXPENSES FOR EACH SEMESTER

Tuition for one semester (18 weeks)	\$150.00
Board for one semester	200.00
Private room (two students) for one semester	65.00

SCHOLARSHIPS

Fourteen full scholarships are offered to candidates for the priesthood, subject to the discretion of the President of St. Benedict's.

SERVICE AWARDS

Fifteen \$600 scholarships are available. Several smaller scholarships are also open. Candidates are chosen by the college Committee on Scholarships.

Illustrations (from top left): private room; seminar; in college snack bar after dance; college swimming pool; in the laboratory; agriculture program.

September 1954



married are thirty-seven children, a family of six children the largest.

Among teachers, the duties range from their regular home economics classes to serving as study hall supervisors, counselors, producing style shows, giving first aid instructions, and teaching adult classes.

The dietetics activities are centered in teaching foods and nutrition, working in diet therapy and pediatrics, ordering food supplies, and instructing patients in the use of their diet. Their extra activities include nearly every type, from serving meals to the preparation of radio programs.

In the commercial world the major duty was the demonstration of food and appliances in business organizations. The minor duties consisted particularly in recreational programs such as Junior Cook's classes for the Girl Scouts, and planning women's and youth's programs.

Comments Volunteered, Beyond Questionnaire

Questionnaires limit personal expression to a large degree by their form and objective answers. Because of this many graduates added further comments. It is well to see some of these to gain a direct insight into the mind of a home economics graduate and what she feels a Catholic college education holds. They say:

"The greatest contribution college made to me as a woman was to stimulate my intellectual curiosity, to make me aware of certain conflicts and problems which I would later meet."

"... the love of the good, the true and the beautiful has been deeply inbred in all of us who call ourselves daughters of Marycrest, and while I have emphasized practical training . . . it is possible to convey spiritual values with this strength."

"The greatest strength of my training in college, I believe, is the religious strength and faith it developed in me . . ."

Reasons Cited for Home Economics

As personal experience and observations are valuable and are more concrete in a study such as this, the graduates were asked to give reasons for advising high school students to choose home economics as a major when they enter college. Some of the reasons given are that the field of home economics is open to constant new findings; home economics offers such a variety of positions, all challenging and interesting; home economics offers a variety of career combinations in which competition from men is scarce; there is much satisfaction in teaching home economics; and in home economics preparation for future home life is immeasurable.

One graduate states, "I am not only better prepared to be a homemaker, but I have a career to follow should the necessity arise." This statement epitomizes the thought of the foregoing list.

From these quotations and cited figures, Marycrest home economics graduates have demonstrated the re-

sults of their Catholic education. They prove their enthusiasm for and devotion to their twofold career, secure in the knowledge that they possess a broad liberal arts education together with preparation for a profession and homemaking.

INTRODUCING THE CONNORS: Politeness at School

By Sr. Marie Angela, I.H.M., Marygrove College, Detroit 21, Michigan

“WHAT did the fifth grade learn today, Frank?" asked his sister, Mary Ann, as they met to walk home together on a bright afternoon in September.

"I can't say that I learned so very much, but I know someone who did."

"What do you mean, Frank?"

"A new fifth grade boy came to our room today, and he certainly made some discoveries. We got chatty during the noon hour, when he told me some of the surprises he had today."

"For instance?" inquired Mary Ann.

Soon Changed Posture

"Prayers, for one thing. I happened to be kneeling behind him, so I couldn't help noticing that John had his elbows comfortably parked on the desks on either side of him. But when he saw how the rest of us were kneeling, he soon changed his position. Remember how particular Sister Marie Rose is about posture, especially at prayers?"

"I certainly do. That shows, though, what good example will do."

"Yes. Then John and I had a good laugh about what happened just after prayers. When Sister said, 'Those who wish to buy stationery may come up to the desk,' the new boy got in line with the rest of us. He was about three ahead of me, but he wasn't paying much attention to what was going on at the desk. When his turn came, he said to Sister, 'Gimme a pencil and some paper.'"

"Sister Marie Rose didn't like that, did she?"

"No. She was surprised at first; then, when she saw it was the new boy, she said to John, 'Will you please step over here for a moment?' John stepped out of line, but this time he knew it was time to stop, look, and listen. You know we have been taught to say, 'May I have a pencil, Sister?' or, 'A box of colored pencils, please.' So when John saw his chance, he got back in line, waited his turn, and then asked politely, 'May I buy a pencil and some paper, please?' Sister smiled then, of course. John said that after that experience, he began to stop, look, and listen first, so he could get that smile right away."

Needs a Little Polishing

"That new boy seems to be willing to learn how to do things right, then, doesn't he?"

"Oh, yes. He is a fine fellow, just needs a little polishing. He said he is going to brush up on his lunchroom manners before tomorrow, too. Sister Mary Charles had to check up on him three times — for loud talking, for pushing in line, and for leaving lunch papers on the table. He was decent enough, though, to promise Sister that he would reform immediately and completely."

"I don't believe that the Sisters mind a new pupil making a few mistakes, if he is so anxious to learn."

"No, I guess not. He just needs a little help getting started, so I asked Sister if I might show him the way we do things here. Sister made me feel important when she answered, 'I appreciate your thoughtfulness, and I know John will be grateful for your help.' But here we are at home, where I'll be grateful for about a dozen of mother's cookies and a quart or so of nice, cool milk."

"If you are lucky enough to get there before I do," laughed Mary Ann, as they entered the house together.

Problems for Discussion

1. How may new pupils be helped?
2. Why are gentleness of manner and quiet actions important in a classroom?
3. Why is good posture, whether standing, sitting, or kneeling, both healthful and courteous? Also personal cleanliness?
4. How should school property be used? My own book, notebooks, etc.?
5. How can a pupil be helpful in a classroom?
6. What do you think about "listening in" on the conversations of others, or interrupting?
7. Will a polite pupil interrupt a teacher if (a) he has an urgent message and the teacher is teaching or speaking privately to someone, (b) he wishes the attention of the teacher for some unimportant reason of his own? If the interruption is necessary, how should it be done?
8. How may a good spirit be shown in school?
9. Why is every teacher entitled to the respect and obedience of pupils at all times?
10. What are some table manners that should be practiced in the lunchroom?
11. Why is courtesy an important part of my education?

Things a Polite Pupil Will Remember

1. The words, "Please," "Thank you," I beg your pardon," "I am sorry," "Good morning," "May I?" "Will you kindly," and a friendly smile, all have their places in the classroom, lunchroom, and on the playground.
2. "A place for everything, and everything in its place," is a good rule for desks, classrooms, and wardrobes.
3. Undivided attention during class is necessary. A polite pupil never interrupts a class.

4. I should keep "Hands off!" things that belong to a teacher or another pupil.
5. Boys should be ready to offer to Sisters, women, or girls of any age, such little courtesies as opening doors, giving right of way, or being of assistance when possible. Girls should acknowledge such courteous acts with a polite "Thank you."
6. Polite pupils never eat or chew anything in a classroom.
7. A good pupil always gives his teacher the best that is in him. This is better than any gift.
8. Each pupil should have his supplies ready before class. It is impolite to borrow.
9. Courteous pupils are always on time for school, and do not keep teachers and companions waiting for them to get ready for class.

My Practice

1. This week I will *stop* and think; *look* to see how polite people act; and *listen* to learn as many polite expressions as possible.
2. I will try my best to be gentle and quiet in school, and to handle my belongings carefully. I will be especially careful of school property and things belonging to others.
3. I will pay special attention to my own personal cleanliness, and to the order of everything I use. I will check up on face, hands, finger nails, hair, teeth, and clothes.
4. Each day I will do one thoughtful act for my teacher or a classmate.

Projects

1. Dramatize these scenes: (a) A pupil is sent to a classroom with an important message. How should he open and close the door, walk in, and present his message to the teacher? (b) A pupil from another room has an important message for a pupil of this room. Don't forget to ask the teacher's permission. The pupil who receives the message should not forget to stand.
2. Make a poster to show one point of courtesy that has been discussed.
3. Tell of some polite or thoughtful act you have noticed lately.

THE GOSPEL TRUTH

By Joy Marie Landry, 2120 So. Gayoso Street,
New Orleans, Louisiana

CHRIST CAME UPON EARTH not only to offer His life for mankind but also to exemplify in His life all the virtues man should acquire. The sooner the young child is acquainted with these specific and concrete illustrations of how to live the perfect life, the sooner will he begin to mold his own into a Christlike pattern.

Every teacher has at his or her fingertips the most authentic and well-written factual stories on the life of

(Continued on page 38)



Deus Est Caritas



COLLEGE OF SAINT ELIZABETH

(A Catholic college for women, resident and day, under the direction of the Sisters of Charity of Saint Elizabeth. Founded in 1899, it had for its background the Academy of Saint Elizabeth, established forty years earlier.)

LOCATION

Convent Station, Northern New Jersey, twenty-six miles from New York City.

ACCREDITATION AND MEMBERSHIP

Accredited by the Middle States Association of Colleges and Secondary Schools. The college holds membership in the American Association of University Women, American Council on Education, Association of American Colleges, College Entrance Examination Board, National Catholic Educational Association and the National Commission on Accrediting. It is approved for State Teachers' Certificates by the New Jersey State Department of Education and by those of surrounding states.

COLLEGE OBJECTIVES

The co-ordinating aim of the college is to send into the world competent graduates deeply imbued with the spirit of dynamic Christian wisdom. It seeks to accomplish this aim through a program conducive to the harmonious development of the whole human person. The college endeavors to create in all its students an awareness of woman's distinctive role, her dignity, her moral influence over world attitudes, and her special duty to cherish and transmit her Christian cultural heritage and way of life.

FACULTY

Sisters of Charity, religious and diocesan priests, lay men and women.

LIBRARY

Over 38,000 volumes and a depository for U. S. Government documents.

DEGREES

Liberal arts, elementary and secondary education, and pre-medical courses leading to a *Bachelor of Arts* degree. Science, Home Economics and Business Administration courses leading to a *Bachelor of Science* degree.

CURRICULUM DIVISIONS

- I Liberal Arts, including the departments of Art—Classical Languages—Economics—English—History—Mathematics—Modern Languages—Music—Philosophy—Political Science—Psychology—Religion—Sociology—Speech Arts.
- II Science, including the departments of Biology—Chemistry—Physics.
- III Community Service, including the departments of Business Administration—Education (Secondary and Elementary)—Home Economics.

Illustrations (from top right): college chapel; campus aerial view; main lounge; preparing campus newspaper; archery class; game room.



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Deus Est Caritas

COLLEGE OF SAINT ELIZABETH

CO-CURRICULAR ACTIVITIES

Personnel Services: Freshman Orientation—Academic and Personal Guidance by Faculty Advisers—Health Service—Spiritual Direction—Placement Service.

Societies and Clubs: Student Organization—Sodality of Our Lady—Catholic Students Mission Crusade—Confraternity of Christian Doctrine—Seton Social Action Club—Dramatic Association—Athletic Association—Glee Club—Alembic Science Club—International Relations Club—Modern Language Club—Economics Club—Home Economics Club—Music Lovers Club—Aquinas Debating Society—Future Teachers of America Chapter.

Athletic Program: Archery—Fencing—Golf—Hockey—Horseback Riding—Tennis—Bowling—Badminton—Basketball—Volley Ball—Baseball—Shuffleboard—Swimming.

Student Publications: *The Pelican*, *The Sector*, *The Elizabetan*.

ADMISSION: GENERAL REQUIREMENTS

Application for admission is made to the Director of Admissions, College of Saint Elizabeth, Convent Station, New Jersey. A catalogue and application form will be sent upon request. The application should be returned together with the registration fee of ten dollars. Two letters of recommendation must be sent to the Director of Admissions.

ADMISSION: SCHOLASTIC REQUIREMENTS

- 1) A satisfactory scholastic record from an accredited high school.
- 2) Sixteen units, including four units in English, one unit in algebra, one unit in plane geometry, one unit in history, three units in one foreign language or two units in each of two foreign languages.
- 3) Scholastic Aptitude test of the College Entrance Examination Board. (The applicant should request that the scores be sent to the college.)
- 4) Recommendation from the high school principal.
- 5) An applicant for admission to advanced standing must have fulfilled the requirements for admission to the freshman class and must present an official transcript of her college record. No credit is given for a subject in which a grade less than C was received.

EXPENSES FOR THE YEAR

Tuition	\$600
Room and board	675-750
General fee	50
Student activities fees	20 (average)

SCHOLARSHIPS

Full and partial tuition scholarships are awarded annually to worthy students on the basis of character, scholarship and need. To compete for a scholarship a candidate must be in the highest fifth of her class and must, in January, take the Scholastic Aptitude test and any three achievement tests of the College Entrance Examination Board. Applications for scholarships must be made by December 1.

STUDENT AID

A limited number of opportunities for self-help is provided by means of work in the cafeteria, bookstore, library, offices and laboratories. Earnings do not exceed two hundred dollars annually.

Illustrations (from top left): student's room; section of cafeteria; announcing tea dance; swimming pool; student taking photomicrograms; commencement in Greek Theatre.



Jesus—the Gospels. They contain every possible practical application of the faith by the author of life Himself and yet so few teachers utilize them, with the result that children listen to the Gospels read at Sunday Mass with little attention and less understanding.

This is an account of a Catholic educator who made these incidents in Christ's life come alive for a group of youngsters from 5 to 15. She is Dr. Bertha Mugrauer, professor of sociology at Xavier University, New Orleans, Louisiana, who initiated a Saturday program designed to provide children from St. Joan of Arc and surrounding parishes in New Orleans with Christian education and recreation.

Apply the Gospel to Child's Life

The weekly session was always begun with an analysis of the following Sunday's Gospel. The plan was first to read the account in its regular orthodox form, with the difficult words being written on the board and explained in language the children could understand. The central theme of the Gospel was then retold in simple story-book style, questions being posed to the children to keep up their interest.

The next step, and an important one, was to illustrate how the particular moral or lesson could be applied to the children's daily lives. Here is an example. The youngsters were told about the finding of the child Jesus in the temple—how Christ went home with His parents immediately, was obedient to them, and spent His hidden years helping Mary and Joseph in their small home and shop. The children were urged to follow Christ's example by obeying their own parents and by performing voluntarily and cheerfully little chores around the home.

To make sure the central idea or theme was retained, the key words or sentences were set to music and the tune taught to the children. Often liturgical songs fitting in with the Gospel were available in published form.

Use Division of Labor

Following this group song session the students were divided into three sections (alternating each week)—the "actors," the "choral group," and the "helpers"—preparatory to the presentation of a Gospel pantomime.

The helpers were first assigned to coloring a mimeographed outline of a scene from the Gospel. To make it more personal they were asked to print at the bottom of the page some appropriate and original prayer, such as "Lord, make me obedient as You were." Prizes were awarded and the best drawings displayed on the boards, so competition produced some very artistic results. The children usually brought theirs home to show to parents, or to tack on the bedroom wall.

After the coloring was completed, the helpers began making the few elementary props sometimes required for the pantomime, such as a cardboard cradle for the nativity scene or paper dove for the baptism scene. Little more was needed. Table cloths usually served as Roman cloaks, and a rice colander was good enough for a soldier's helmet.

Simplicity More Effective

In the meantime, the choral group was busy in another room learning the lines necessary to get across the point of the play. The actors behind stage were rehearsing the accompanying movements, for the skit, climax of the Gospel experiment, was more of a shadow-pantomime type. A plain white sheet placed on a stage with an ordinary lamp behind it served as the screen. As the choral group recited the lines of the Gospel, the thespians performed their appropriate and expressive actions. A mere flick-off of the light indicated a new scene.

The very simplicity of the dramatization added to its effectiveness. The crucifixion scene with a little boy, arms outstretched on two rough boards and head tilted, followed by just the cross draped with a cloth, was more effective than many a professional presentation.

Use Children's Suggestions

Since there were only homemade props and costumes the children were forced to use their ingenuity, and were encouraged to offer suggestions. It was their own production and they were responsible for its success. Gradually they developed a sense of pride in the pantomime and the raising of the curtain had all the excitement of a Broadway opening. The parish priest and nuns were invited to see the result and they plus the helpers formed an appreciative audience as the Gospel scenes came alive before their eyes. The actors were often asked to give two or three performances so that the lesson would really "sink in."

The success of the program was brought out graphically about four weeks after its initiation when a 7-year-old came to school indignant because her parish priest had let out what she considered a very important point in the Sunday Gospel sermon.

Book Reports

(Continued from page 17)

reading will relieve most of the objections to book reports. If, with the exception of the term paper report, the type of report is not announced until a day before the reading must be completed, most of the bluffing or cheating common with a standard type report will be eliminated. In fact, we owe our pupils such moral training.



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Archdioceses and Dioceses and Abbreviations

Baltimore	Bal.	Concordia	Con.	Marquette	Mar.
Boston	Bo.	Covington	Cov.	Mobile	Mo.
Chicago	Chic.	Crookston	Cr.	Monterey-Fresno ⁶	M.F.
Cincinnati	Cin.	Dallas	Dal.	Nashville	Nash.
Denver	Den.	Davenport	Dav.	Natchez	Nat.
Detroit	Det.	Des Moines	D.M.	Ogdensburg	Og.
Dubuque	Dub.	Duluth	Dul.	Oklahoma City-Tulsa	Okl.
Indianapolis	Ind.	El Paso	El P.	Omaha	Om.
Los Angeles	L.A.	Erie	Erie	Owensboro ¹	Owen.
Louisville ¹	L.	Evansville	Ev.	Paterson	Pat.
Milwaukee	Mil.	Fall River	F.R.	Peoria	Peo.
Newark	New.	Fargo	Far.	Pittsburgh	Pitt.
New Orleans	N.O.	Fort Wayne	Ft. W.	Portland, Me.	P. (Me.)
New York	N.Y.	Gallup	Gall.	Providence	Pro.
Omaha	Om.	Galveston	Gal.	Pueblo ⁷	Pueb.
Philadelphia	Phila.	Grand Island ²	Gr. I.	Puerto Rico	P.R.
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St. Louis	St. L.	Great Falls	Gr. F.	Richmond	Rich.
St. Paul	St. P.	Green Bay	G. Bay	Rochester	Roch.
San Antonio	San Ant.	Greensburg ⁴	Gbg.	Rockford ⁸	Rock.
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Santa Fe	S. Fe	Hartford	Hart.	Saginaw	Sag.
Seattle	Sea.	Helena	Hel.	St. Cloud	St. Cl.
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Boise	B.	La Crosse	L.C.	Scranton	Scr.
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Charleston	Char.	Little Rock	L.R.	Superior	Sup.
Cleveland	Clev.	Madison	Mad.	Syracuse	Sy.
Columbus	Col.	Manchester	Man.	Toledo	Tol.
				Trenton	Tr.
				Tucson	Tuc.
				Wheeling	Wh.
				Wichita	Wich.
				Wilmington	Wil.
				Winona	Win.
				Worcester	Wor.
				Youngstown	Y.

¹ The Archdiocese of Louisville and the Diocese of Owensboro use the same list.

² The Diocese of Bridgeport uses the same list as the Diocese of Hartford.

³ The Diocese of Grand Island uses the same list as Grand Rapids.

⁴ The Diocese of Greensburg uses the same list as Pittsburgh.

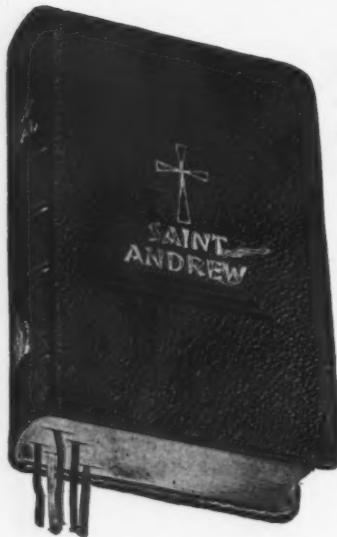
⁵ The Diocese of Lansing uses the same list as Detroit.

⁶ The Diocese of Monterey-Fresno uses the same list as San Francisco.

⁷ The Diocese of Pueblo uses in general the same list as Denver.

⁸ The Diocese of Rockford uses the same list as Chicago.

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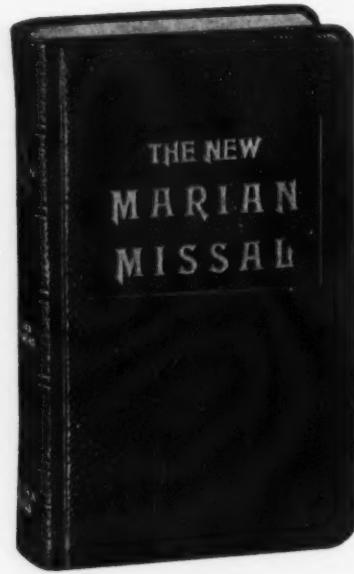
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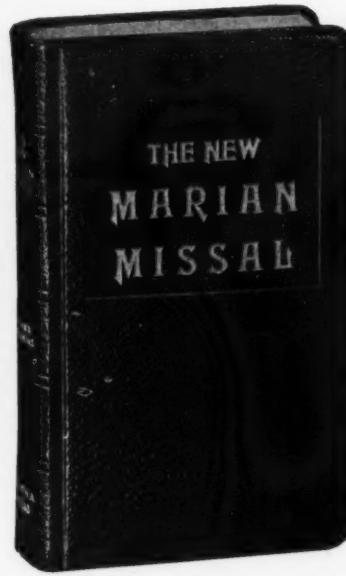
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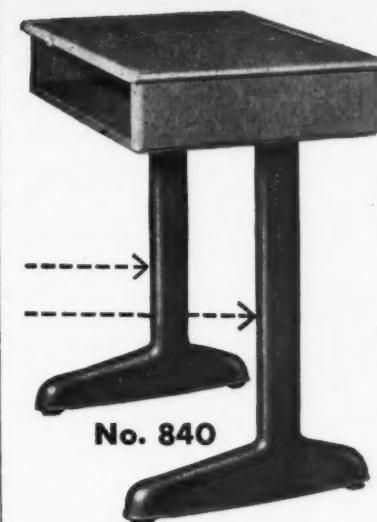
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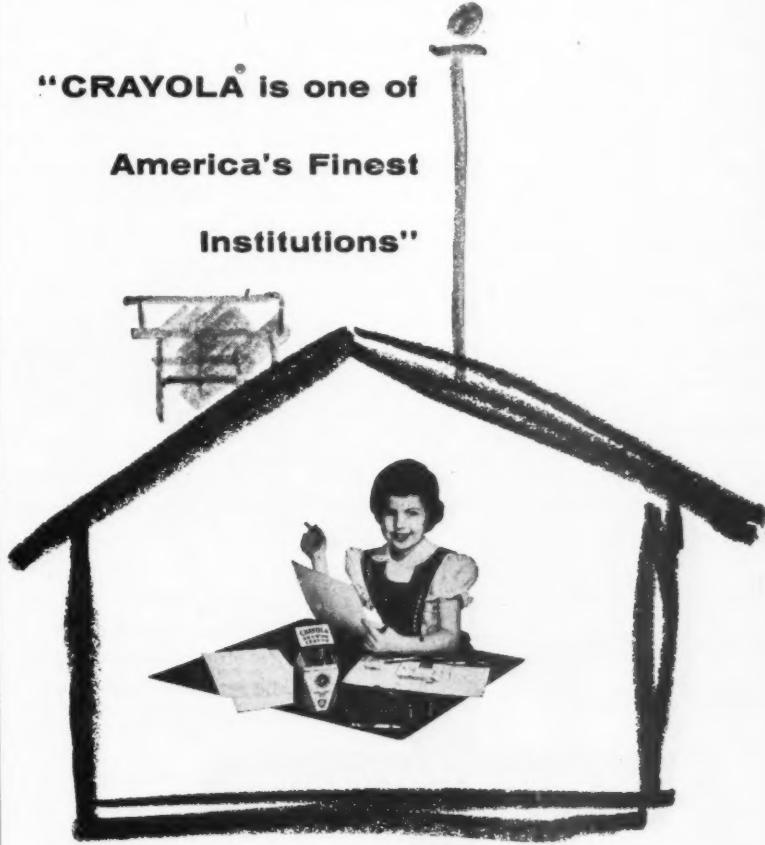
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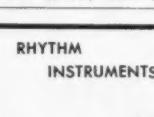
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GARRETT, Jobie (Hale), Br. (S 3-5)
GASTON, Modern Lives (Allyn), Br. (S 8)
GATES, Blue Willow (Hale), Br. (S 5-6)
GATES & HUBER, 'Round the Year (Macmillan), Buf. (S 2), Hart. (1-6)
Golden Leaves (Macmillan), Dul. (6)
Pleasant Land (Macmillan), Dul. (5)
GATES, HUBER, PEARDON & AYER, New Work-Play Series (Macmillan), Alt. (1-3), Bal. (1-3), Br. (1-3), Dub. Gr. F. Phila. (1-3), St. Cl. S. Fe (4-6), Tr. (S 1-3), W. (1-3)
GATES, et al., Unit Readers (Macmillan), Br. (S 1-3)
GENIES, E. M., Every Day Life Series (Winston), Phila. (S), St. Cl.
GIDDINGS, VEVERKA, McTURNAN, Studies in Reading (Laidlaw), Tr. (4-6)
GIFFORD & MERSAND, One-Act Plays for Today (Globe), Br. (S 8)
GILL & HOKE, Paco Goes to the Fair (Hale), Br. (S 4-6)

ELEMENTARY SCHOOLS

Readers (Continued)

GRADY, KLAFFNER & GIFFORD, *Childhood Readers* (Scribner's), Buf. (S 2), Gr.F.
 GRAY, et al., *Before We Read* (Scott), Cov. (1), Dub. (1-3), L.R. (1), San Ant.
 Fun With Dick and Jane (Scott), Cov. (1), Dub. (1-3), L.R. (1)
 We Come and Go (Scott), Cov. (1), Dub. (1-3), L.R. (1), San Ant. (1)
 We Look and See (Scott), Cov. (1), Dub. (1-3), L.R. (1), San Ant.
 We Work and Play (Scott), Cov. (1), Dub. (1-3), L.R. (1), San Ant.
 Our New Friends (Scott), Cov. (1), (L.R.) (1)
 Reading for Independence (Scott), Br. (1-3), Det. (S 1-3), Phila. (S 1-3), Wich. (S 1-3)
 GREEN & KIRK, *With Spurs of Gold* (Little, Brown), Buf. (S 4)
 GREENWOOD & WILLIAMS, *Looking Ahead* (Harrison), Phila. (1-6)
 GREEN, VAN ARSDALE, et al., *Prose and Poetry*, New series, Cath. ed. (Singer), Br. (7-8), Hart (7-8), P. (Me.)
 GROVER, E. O., *Never Grow Old Stories* (Lyons), Br. (S 3-4)
 HAFSTAD, *Use Without Waste* (Webster), Br. (S 7-8)
 HAGGERTY & SMITH, *Reading and Literature* (World), Br. (S 7-8), Phila., S. Fe (7-8)
 HAHN, JULIA LETHFIELD, *Everyday Doings* (Houghton), Gall. (PP)
 Finding Friends (Houghton), Gall. (1)
 Making Visits (Houghton), Gall. 2
 Meeting Our Neighbors (Houghton), Gall. (3)
 Reading for Fun (Houghton), Gall. (P)
 HAHN, HARRIS & WAHLERT, *Child Development Series* (Houghton), St.Cl. (1-6), S. Fe (4-6)
 HALL, E. M. CO., *Cadmus Books* (206 titles), Br. (S 1-8), Peo.
 HALL, *Let's Make a Home* (World), Br. (S 2)
 HALL, *A Book of Fun* (Ginn), Tr. (S 1)
 HALLOCK, *The Boy Who Was* (Dutton), Buf. (S 6)
 HAMER & HAMER, *Farm Babies* (McKnight), Tr. (S 2)
 Our Farm Babies (McKnight), Tr. (2)

HAMILTON, *The Life of Robert E. Lee for Boys and Girls* (Houghton), Buf. (S 5)
 HAMSON, *A Norwegian Farm* (Hale), Br. (S 2)
 HANNA, ANDERSON & GRAY, *Curriculum Foundation Series* (Scott), Alt. (1-3), Br. (S 1-4), Nash. (S 1-5), Sav. Social Studies (Scott), Buf. (1 & S 3), Phila., Sav.
 Peter's Family (Scott), Br. (S 1)
 Hello David (Scott), Br. (S 2), Phila. (1-2)
 Some Day Soon (Scott), Phila. (3)
 HARDY, MARJORIE, *Child's Own Way Series* (Wheeler), Gr.F.
 HASKELL, KATRINKA (Dutton), Buf. (S 6)
 HAWKS, *Trails to Woods and Water* (Macrae-Smith), Buf. (S 5)
 HAWTHORNE, *A Wonder-Book* (Houghton), Buf. (S 5-6)
 HAWTHORNE, N., *Tanglewood Tales* (Rand, McNally), Buf. (S 6)
 House of Seven Gables, *Adapted* (Globe), Br. (S 7-8)
 HEAVEY, *Pastor's Dog* (Scribner), Br. (6-7)
 HEFFERNAN, et al., *Remedial or History Readiness Readers*
 Adventure of Canolles, Desert Treasure (Harr Wagner), Br. (S 7-8)
 HENDERSON, *The Ring of the Nibelung* (Hale), Br. (S 6-8)
 HENDERSON, GARRETSON, et al., *Prose and Poetry* (Singer), Br. (3-6), Dul., G. Bay (S 7-8), Og. (7-8)
 Medallion Edition Series (Singer), Br. (4-6)
 HENRY, SISTER M., *Rosary Readers* (Ginn), Dul. (5-6), Gal.
 HERVEY, W. L., *Junior Literature* (Longmans), Phila.
 HERZBERG, M. J., *Stories of Adventure* (Allyn), Br. (S 8), Phila.
 Myths and Their Meaning (Allyn), Phila.
 HILDRETH, FELTON, HENDERSON & MIGHAN, *Easy Growth in Reading* (Winston), Det. (S 1-3), L. (S), Owen. (S), St.Cl. (1-6), Wich. (S 1-3)
 HILL & MAXWELL, *Little Tonino* (Macmillan), Buf. (S 4)
 HILL, H. C., *Reading & Living* (Scribner), Gr.F.
 HILTON, *Good-Bye, Mr. Chips* (Globe) Br. (S 7-8)

HODER, *The Picture Book of Travel* (Macmillan), Buf. (S 5)
 HOGAN, I., *Little Black and White Lamb* (McKay), Buf. (S 2)
 HOGNER, *Navajo Winter Nights* (Hale), Br. (S 3-5)
 HOKA, *Major and the Kitten* (Hale), Br. (S 3-5)
 HOLBERG, *Mitty and Mr. Syrup* (Hale), Br. (S 2-4)
 HOOPES, FLORENCE J. & MARGARET CAMPBELL, *Whys and Wherefores* (Winston), Gal. (5), S. Fe (5)
 HORN, et al., *Progress Reading Series* (Ginn), Alt. (4-6), Dub., S. Fe (4-6), Scr.
 HOUCK, *Youngest Rider* (Lothrop), Buf. (S 5)
 HOVIVUS, C., *Flying the Printways* (Heath), Alt. (4-6), Bal. (8), Dub., Gr.F., Phila. (S), Scr. W. (8)
 HOVIVUS & SHEARER, *Wings for Reading* (Heath), Br. (6-8), Hart. (7-8)
 HOWE, *In the Best of Humor* (Globe), Br. (S 8)
 HUBER, *Cinder, the Cat* (American), Tr. (S 2)
 Skags, the Milk Horse (American), Tr. (S 2)
 HUBER-SALISBURY-GATES, *The Core Vocabulary Reader* (Macmillan), Br. (S 1-3), Phila.
 HUBER-SALISBURY & O'DONNELL, *I Know a Story* (Row-Peterson), Buf. (1-2)
 Wonder Story Books (Row, Peterson), Br. (S 4-6)
 HUNT, M., *Life of Our Lord for Children* (Sheed & Ward), Buf. (5)
 HURD, *The Race* (Hale), Br. (2-4)
 HUTCHINSON, *Candlelight Stories* (Hale), Br. (S 2-4)
 Fireside Stories (Hale), Br. (S 3-5)
 JOHNSON, ELEANOR M., *Skillets* (Merill), Phila. (1-8), Pitt. (S)
 JOHNSON, W. H., *Guidance in Reading Series* (Lyons), St.Cl., S. Fe (4-8), Tr. (1-6)
 JOHNSON, R. E., *Buffalo Bill* (Allyn), Br. (S 8)
 JONES, *Ragman of Paris* (Hale), Br. (S 3-5)
 JUDD, *Classic Myths* (Rand, McNally), Buf. (S 4)
 KANTOR, *Voice of Bugle Ann* (Globe), Br. (S 7-8)

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KAROLYI, *A Summer to Remember* (McGraw-Hill), Br. (4-5)

KELLY, BROGAN & CONNORS, *Poems for the Grades* (Sadlier), Alt. (1-8), Dub., Og., (1-8), Peo., (S 1-8), P.(Me.), Roch., St.Cl. (1-8), Tr. (1-8)

KENLY, *Wild Wings* (Hale), Br. (S 6-8)

KENT & LITTLE, *Little Black Eyes* (Macmillan), Buf. (S 4)

KING & DENNIS, *The Way of Democracy*, (Macmillan), Phila.

KIPLING, R., *Jungle Book* (Doubleday), Phila. (S)

Second *Jungle Book* (Doubleday), Phila. (S)

Captains Courageous (Globe), Br. (S 7-8)

KNIGHT, *Alexander's Christmas Eve* (Hale), Br. (S 3-5)

KNIPE, *The Lucky Sixpence* (Hale), Br. (S 6-8)

KNOX, *Swift Flies the Falcon* (Hale), Br. (S 6-7)

KUHN, ANNA, *A Queen's Command* (Bruce), Phila.

KUMMER, *The Great Road* (Hale), Br. (S 6-8)

KUNHARDT, *Little Ones* (Hale), Br. (S 2)

LAIDLAW BROS., *Guidebooks to Reading* Bel. (7-8)

LAMB, C. & M., *Tales from Shakespeare* (Allyn), Br. (S 8)

LAMERS, *Star Spangled Stories* (Bruce), Br. (S 7-8)

LAGERLÖF, *Christ Legends* (Holt), Buf. (S 6)

LARGE, *Little People Who Became Great* (Wilde), Buf. (S 4)

LAROM, *Mountain Pony* (McGraw-Hill), Br. (4-6)

LAURE, *In Animal Land* (Macmillan), Buf. (S 2)

LEAVELL, BRECKENRIDGE, BROWNING & FOLLISS, *The Friendly Hour Series* (American), Phila., Tr. (1-8)

LEARY, REICHERT, et al., *Time to Read Series* (Lippincott), Br. (1-3)

LEE, Pablo and Petra, *a Boy and Girl of Mexico* (Hale), Br. (S 4-6)

LENT, H., et al., *Aviation Readers* (Macmillan), Br. (S 1-6), Det. (S 1-6), Phila.

Straight Up (Macmillan), Phila. (1)

Straight Down (Macmillan), Phila. (2)

Planes for Bob and Andy (Macmillan), Phila. (3)

Airplanes at Work (Macmillan), Phila. (4)

LEWIS, ROLAND & GEHRES, *New Silent Readers* (Winston), Dub., Gr.F.

Pete and Playmates (Winston), Buf. (1)

LINDBERGH, CHAS. A., *We* (Putnam), Buf. (S 5)

LISSON, MEADER & THONET, *The Happy Childhood Series* (Owen), Tr. (S 1-3)

LIPPINCOTT, *The Wahoo Bobcat* (Lippincott), Br. (S 8)

LOFTING, *The Story of Doctor Doolittle* (Stokes), Buf. (S 4)

LOMEN & FLACK, *Lakluk, An Arctic Boy* (Doubleday), Buf. (S 5)

MCCABE-FAGIN, *I'll Take Cappy* (McGraw-Hill), Br. (4-5)

MCDEVOT, A. M., RT. REV. MSGR., *Catholic Child Readers* (Winston), Ser.

MCINTIRE, et al., *Follett Unified Social Studies* (Follett), Br. (4-5)

MCKEE, et al., *Reading for Meaning* (Houghton), Br. (1-6)

MCLAUGHLIN & CURTIS, *American Cardinal Readers* (Benziger), Gal. (S), Phila.

MCNEIL & ZIMMER, *Living Poetry* (Globe), Br. (S 8)

MC SKIMMON & LYNCH, *The Magic Spear* (Allyn), Br. (S 8)

MC SPADDEN, *How They Carried the Mail* (Allyn), Br. (S 5)

MACFACHEN, *Child's Life of Abraham Lincoln* (Catholic Bk. Co.), Dub.

Child's Life of Mary, Queen of Scots (Catholic Bk. Co.), Dub.

MALKUS, *Stone Knife Boy* (Hale), Br. (S 7-8)

MARGUERITE, SISTER M., et al., *Faith and Freedom Series* (Ginn), Alt. Bal. (1-8), Bel. Br. (1-8), Buf. Char. (1-8), Chic. (1-8), Cim. (1-8), Cleve. (1-8), Col. (1-8), Con. Cov. (S), Dal., Dul., Erie, Far., Gal. (1-8), G.R. (1-6), Gr.F. (7-8), Hbg. (1-8), Hart. (1-8), Hon., Jol. (1-8), K.C., K.C. (K), (1-8), L. (1-8), Leav. (S 1-8), Mad., Man., Mar., Mill., Mo. (4-8), Nat. N. O. (1-8), Og., Okla. (1-6), Owen. (1-8), Peo. (1-8), Phila. (1-6), Pitt. (S), P.(Me.), (7-8), Rich., Roch., Sag., St.Cl., St.Jos. (1-8), St.L. (1-8), St.P., Sal., San. Ant. (1-8), San D. (S 4-8), San Fr. (1-8), S. Fe (S), Sav. (4-8), Scr., Sea. (S 4-8), Spo.

(S 1-6), Spfd. (1-8), St. Sup. (1-8), Sy. (1-6), Tol. (1-8), Tr., W. (1-8), Wh. (1-8), Wich. (1-8), Wil., Win. (1-8), Wor. Y. (1-6)

MASEFIELD, Jim Davis (Newson), Br. (S 7-8)

MAYWELL & HILL, *Charlie and His Kitten Topsy* (Macmillan), Buf. (S 2)

Charlie and His Puppy Bingo (Macmillan), Buf. (S 2)

MEDART, *Topgallant, a Herring Gull* (Hale), Br. (S 5-7)

MEIOS, *The Kingdom of the Winding Road* (Macmillan), Buf. (S 5)

MEIKLEJOHN, *The Cart of Many Colors* (Hale), Br. (S 6-8)

MELVILLE, *Moby Dick*, Adapted (Globe), Br. (S 8)

MERTON & MC CALL, *Merton-McCall Readers* (Laidlaw), Phila., St.Cl. (1-3), Tr. (S 1-3)

MERTZ, *Forty Famous Stories* (Hall, McCreary), Tr. (S 4)

MICHEL STEGMAN & SISTERS OF ST. DOMINIC, *The Christ Life Series* (Macmillan), Alt. (1-8), Buf. (S 2)

MILLER, *Kristy's Queer Christmas* (Houghton), Buf. (S 5-6)

MITCHELL, et al., *Our Growing World Series* (Heath), Br. (S 1-3)

Farm and City (Heath), Scr.

MONAHAN, MOTHER, *A Boy's Choice* (Longman's), Buf. (S 5)

MONTGOMERY, B., *Happy Days with Our Friends* (Scott), Phila. (1)

MONTGOMERY, *A Courageous Conquest, Life Story of F.D.R.* (Globe), Br. (5-8)

MOON, Chi-Wee and Loki (Hale), Br. (S 4-6)

MORCOM, et al., *Red Feather Stories, Indian Books* (Lyons), Br. (S 2-8)

MOTE, JERRINE, *Australia* (Allyn), Phila. (4 & S 7)

MURPHY, LUNDGREEN, et al., *Let's Read, new series* (Holt), Br. (S 7-8)

NELSON, *Four and Twenty Famous Tales* (Hall, McCreary), Tr. (S 2-3)

NEMEC, et al., *Democracy Series, Revised* (Macmillan), Br. (1-6)

NEWTON, H. C., *Reading Guidance Book* (Bardeen Press), Buf. (7-8)

NEVILLE PAYNE, *Enjoying Literature* (Rand), Br. (7-8)

NORDHOFF & HALL, *Mutiny on the Bounty* (Globe), Br. (S 8)

OBEAR, E. H., *Book of Stories* (Allyn), Br. (S 8)

O'BRIEN, Silver Chief to the Rescue (Hale), Br. (S 6-8)

Corporal Corey of the Royal Canadian Mounted (Hale), Br. (S 6-8)

O'BRIEN, *Elson & Gray, Cathedral Basic Readers* (Scott), Alt., Alt. (1-6), B., Bo., Br. (1-8), Buf., Char. (1-8), Chic. (S 1-8), Cleve. (1-6), Dal., Dav., Den. (1-6), D. M. (1-6), Dub. (1-8), Dul. (1-6), E. P. (1-7), Erie. (1-6), Ev. (1-8), Far., G.Bay., Gr.F., Hel. (1-6), Hon. (S), Ind. (1-8), Jol. (1-8), L.C. (1-6), L.A. (1-6), L. (S), Laf., Lin. (1-6), L.R. (1-6), Mad., Man., Mar., Mil., Om. (1-6), Owen. (S), Phila. (1-6), Pitt. (1-8), P. (Ore.), Pueb. (1-6), P.R., Ral., Roch., Sac., St.Cl., St.P. (1-6), San Ant. (1-6), San D., San Fr. (4-8), Sav. (1-6), Scr., St.L. (S 1-8), Sea. (1-6), Spo. (1-6), Spr. (1-6), Sup. (S), Tr. (1-6), Wh. (1-6), Wich. (S 1-8), Wil., Wor.

O'BRIEN, GRAY & ARBUTHNOT, *New Cathedral Basic Readers* (Scott), Bal., Br. (1-8), Det. (1-8), Dub. (1-8), Ev. (1-8), Hbg. (1-8), Hart. (1-8), K.C. (S 1-8), K.C. (K.), Lin. (1-8), L.R., Nash. (1-8), Mo. (1-8), Og., Pat., P. (Me.) (1-6), San Ant., San Fr. (S), Fe. (1-3), Sav. (1-3), Sea. (1-8), Spr., W., Y. (1-6)

Friends and Neighbors (Scott), Cov. (2), Dub. (2), L.R. (2)

More Friends and Neighbors (Cath. Ed.), Cov. (2), Dub. (2), Ev. (2), L.R. (2)

Streets and Roads (Cath. Ed.), Cov. (3), Dub. (3), Ev. (3), L.R. (3)

More Streets and Roads (Cath. Ed.), Cov. (3), Dub. (3), Ev. (3), L.R. (3)

Times and Places (Cath. Ed.), Cov. (4), Dub. (4), Ev. (4), L.R. (4)

Days and Deeds (Cath. Ed.), Cov. (5), Dub. (5), Ev. (5), L.R. (5)

People and Progress (Cath. Ed.), Cov. (6), Dub. (6), Ev. (6), L.R. (6)

Paths and Pathfinders (Scott), Cov. (7), Dub. (7), Ev. (7)

Wonders and Workers (Scott), Cov. (8), Dub. (8), Ev. (8)

O'DONNELL, et al., *Alice and Jerry Series* (Row), Alt. (1-3), Bal. (1-3), Br. (1-6), Buf. (S 2), L. (S), Owen. (S), Nash. (S 1-3), Phila. (1-8), St.Cl. (1-6), Sup. (S), W. (1-3)

Alice and Jerry Parallel Readers (Row-Peterson), Wich. (S 1-3)

Day In and Day Out (Row-Peterson), Gall. (P)

Friendly Village (Row-Peterson), Gall. (2)

If I Were Going (Row-Peterson), Gall. (3)

Rides and Slides (Row-Peterson), Gall. (PP)

Round About (Row-Peterson), Gall. (1)

Singing Wheels (Row), Bal. (4), W. (4)

Engine Whistles (Row), Bal. (5), W. (5)

Runaway Home (Row), Bal. (6), W. (6)

O'HARA, *My Friend Flicka* (Lippincott), Br. (S 8)

O'ROURKE, L. J., *Self-Aids in English Usage* (Psychological Institute), Phila.

ORE, ETHEL M., et al., *Reading Today* (Scribner), Bal. (7), Br. (4-8), W. (7)

OSSWALD, SONDERGAARD, et al., *Our Animal Story Books* (Heath), Br. (S 1)

OWEN, *Halloween Tales and Games* (Whitman), Buf. (S 5)

PACK, *Kee and Bah* (American), Tr. (S 2-3)

PARRISH, *Floating Island* (Hale), Br. (S 4-6)

PATCH, E. M., *First Lessons in Nature Study* (Macmillan), Buf. (S 3)

PATRI, *Pinocchio in America* (Doubleday), Buf. (S 4)

PENNELL & CUSACK, *Children's Own Readers* (Ginn), Gr.F.

PERKINS, *The Pioneer Twins* (Houghton), Buf. (S 4)

PETERSHAM, *Aunti and Celia Jane and Miki* (Hale), Br. (S 2-4)

Miki (Hale), Br. (S 2-4)

Miki and Mary (Hale), Br. (S 2-4)

PIPER, *Little Folks of Other Lands* (Platt-Munk), Buf. (S 4)

PLOWHEAD, *Lucretia Ann on the Oregon Trail* (Hale), Br. (S 5-7)

POE, E. A., *The Gold Bug and Other Stories, Adapted* (Webster), Br. (S 8)

Stories and Poems, Adapted (Globe), Br. (7-8)

POOLEY, WALCOTT & GRAY, *Growth in Reading* (Scott), Alt. (7-8), Buf. (7-8), Cleve. (7-8), S. Fe (7-8), Scr. (S), Tr. (7-8)

PUMPHREY, M. B., *Stories of the Pilgrims* (Rand, McNally), Buf. (S 4)

PYLE, et al., *Strange Stories of the Revolution* (Harper), Buf. (S 4)

QUINLAN, *The Quinlan Readers* (Allyn), Br. (1-3), Dub., L. (S), Mo., Nash., Owen. (S), Phila., St.Cl. (1-4), San Ant. (7-8), Sav. (1-3), Wich. (S 1-3)

RADLOW, *The Cautious Carp* (Hale), Br. (S 2-3)

REELY, *The Blue Mittens* (Hale), Br. (S 3-5)

RELIGIOUS TEACHERS, DIOCESE OF BROOKLYN, *Grade Classics for Catholic Schools* (Sadlier), Br. (S 1-8), Tr. (S 1-8)

REYNOLDS, *Reading Fun* (Noble), Br. (S 5)

REYNOLDS & DEMING, *Reading for Enjoyment* (Noble), Tr. (S 1-8)

REYNOLDS & HORN, *Adventure Bound* (Noble), Phila.

RICHARDS, *Tirra Lirra* (Hale), Br. (S 4-6)

ROBERTS, *Under the Tree* (Hale), Br. (S 4-6)

ROBERTS, et al., *Let's Read* (Holt), Br. (7-8)

ROBINSON, *Little Lucia* (Hale), Br. (S 4-6)

ROBINSON, W. W., *Animals in the Sun* (Hale), Br. (S 7-8)

ROSS, BOYD, et al., *Adventures for Readers* (Harcourt), Br. (7-8)

ROUNDS, *Ol' Paul, the Mighty Logger* (Hale), Br. (S 6-8)

RUSSELL, *Basal Readers* (Ginn), Br. (P-8), Wich. (S 1-3)

SALLEN, LOFTUS, et al., *Child Experience Readers* (Lyons), Br. (S 1-3)

Trips and Travels (Lyons), Br. (S 2)

SANDSBURG, *Lincoln Grows Up* (Harcourt), Buf. (S 6)

SANDERSON, *Animal Treasure* (Hale), Br. (S 7-8)

SAWYER, *Roller Skates* (Hale), Br. (S 6-8)

SAYERS, *Blue Bonnets for Lucinda* (Hale), Br. (S 2-4)

SCACHERI, *Winnebago Boy* (Hale), Br. (S 4-6)

SCHAWE, *Friendly Dogs* (World), Br. (S 4)

SCHENK, *Happy Times with Jack and Jane Series* (Lyons), Br. (S 1-2), Tr. (S 1-2)

SCHOOL SISTERS OF NOTRE DAME, *New American Readers* (Heath), Bal. (1-6), Br. (6), Phila., Pitt. (S 1-8), Pro. Roch., Scr., St.Cl. (1-6), St. P. (1-3), Tr. (1-3), W. (1-6), Wil.

ELEMENTARY SCHOOLS

Readers (Continued)

SCHRAM, Olaf, *Lofoten Fisherman* (Hale), Br. (S 4-6)
 SCOTT, *Ivanhoe*, Adapted (Webster), Br. (S 8)
Ivanhoe, Adapted (Globe), Br. (7-8)
Kenilworth, Adapted (Globe), Br. (S 8)
Quentin Durward, Adapted (Globe), Br. (S 8)
 SHARLES, *Living Through Reading Series* (Allyn), Br. (S 4)
 SETON, *Wild Animals I Have Known* (Grosset), Buf. (S 4)
 SEUSS, *The 500 Hats of Bartholomew Cubbins* (Hale), Br. (S K-2)
 SEWELL, *Black Beauty*, Adapted (Globe), Br. (7-8)
 SHANNON, *Dobby* (Hale), Br. (S 4-6)
 SHATTUCK, *Gateway to Adventure* (Iroquois), Phila. (4)
 SHAW, *Friendly Dogs* (Noble), Br. (S 4)
 SICKLE, *Riding the Air* (American) Phila.
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McKINSEY & PIPER, *Bookkeeping and Accounting* (Southwestern), Br., Sy.
REED & MORGAN, *Business Workbook* (Allyn), Dub. (S)
ROSENKAMPF & WALLACE, *Bookkeeping Principles and Practice* (Prentice-Hall), Br., Wor.
SMOLIN, *Bookkeeping Exercises* (Globe), Br. (S)
STARKEY, *Modern Bookkeeping* (Globe), Br. (S)

BUSINESS AND OFFICE PRACTICE

AGNEW & GOODFELLOW, *Full Keyboard Adding Listing Machine Course* (Southwestern), Br.
Ten-Key Adding Listing Machine Course (Southwestern), Br.
ALEXANDER, *How to Use Duplicating Machines* (Gregg), Br.
BASSETT, AGNEW, *Business Filing* (Southwestern), Br.
CADWALLANDER & RICE, *Principles of Indexing & Filing* (Rowe), Br., Sy.
CONNELLY & MARONEY, *The Legal Secretary* (Gregg), Br.
CRABBE & SALGIVER, *General Business* (Southwestern), Buf., Br., Pitt., Sy.
ELY & BEAVER, *Office Appliance Exercises* (Gregg), Br.
GOOD, ELWELL & ZELLIOT, *Personal and Business Record Keeping* (Ginn), Det., G.R.
GOODFELLOW, et al., *Crank-Driven Calculator Course* (Southwestern), Br.
Key-Driven Calculator Course (Southwestern), Br.
Projects in Clerical Training (Southwestern), Br.
GREGG, *Applied Secretarial Practice* (Gregg), Br., Dub. (S), Mil., San D., Sy.
Office Practice (Gregg), Spr.
HAINFIELD, *Secretarial Practice* (Lyons), Br.
JONES, L., *Our Business Life* (Gregg), Det., G.R.
JONES, TONNE, et al., *Functions of Business* (Gregg), Br.
KATEMKAMP, *Office Machine Practice Series* (Gregg), Br.
KIRK, et al., *Office Machine Practice* (Rowe), Br.
LOSO & AGNEW, *Secretarial Office Practice* (Southwestern), Br., Mil., N.O., Spr., Sy.
MCNAMARA, *Secretarial Training* (Ronald Pr.), Br.
MEHIN, *How to Use the Calculator and the Comptometer* (Gregg), Br.
POTTER & STERN, *How to Use the Adding Machine, Ten Key Keyboard* (Gregg), Br.
Selective Keyboard (Gregg), Br.
REED & MORGAN, *Introduction to Business* (Allyn), Sy.
REINER, *Secretarial Training* (Rowe), Br.
Essential Business Practice (Rowe), Sy.
REMINGTON RAND, *Progressive Indexing and Filing*, Br.
Visible Records, Their Place in Modern Business, Br.
RICE, *Rowe Filing Practice Set* (Rowe), Br.
ROBINSON, *Training for the Modern Office* (McGraw-Hill), Br.
SALDE, HURLEY, et al., *Secretarial Training* (Ginn), Br.
SORELL & GREGG, *Applied Secretarial Practice* (Gregg), Br., Sy.
STICKNEY, *Office and Secretarial Training* (Prentice-Hall), Br., Mil.
WIKALL, THOMPSON, et al., *The Training of a Secretary* (American), Br.

BUSINESS ARITHMETIC

BARNHART & MAXWELL, *Social Business Arithmetic* (Mentzer, Bush), Dub. (S)
CURRY & RICE, *Business Arithmetic* (Southwestern), Br., Buf., Dub., Gr. F., K.C. (K.), Leav., Pitt., Spr., Sy.
ERVIN, *Arithmetic for Business Use* (Rowe), Br., Dub. (S)
FICHLANDER, SLATKIN, et al., *Arithmetic for Business Training* (Globe), Br.
KANZER & SCHAAF, *Essentials of Business Arithmetic* (Heath), Br., Buf.
MACHIN, et al., *Business Arithmetic*, Sy.
ROSENBERG, *Business Arithmetic* (Gregg), Buf., G.R., Gr.F., Pitt.
SUTTON & LENNINS, *Business Arithmetic* (Allyn), Sag.
THOMPSON, *Business Arithmetic* (Prentice-Hall), Br., Spr., Wor.
VAN TUYL, G. H., *Mathematics of Business* (American), Br., N.O., (3-4)
WELLS & HART, *New High School Arithmetic* (Heath), G.R. (1-2)

BUSINESS ENGLISH, SPELLING AND WRITING

ALMACK & STEFFELBACH, *Stanford Speller* (Merrill), Sag.
AURNER, *Effective Business Correspondence* (Southwestern), Br., Dub., Pitt.
CHEW, *Refresher Speller* (Allyn), Br.
COHEN, *Military Correspondence* (Gregg), Br.
DAVIS, LINGHAM, et al., *Modern Business English* (Ginn), Br., N.O.
DEFENDEN, *Actual Business English* (Macmillan), Br.
ELDERIDGE, *Business Speller* (American), Br.
GROVE, et al., *English Elements and Principles* (Prentice), San D.
HAGAR, WILSON, et al., *The English of Business* (Gregg), Br.
HORN & PETERSON, *Spelling Your Need* (Lippincott), Br.
JOHNS, *Business Letters, Functions, Principles, Compositions* (Gregg), Br.
LEONARD & FUSS, *High School Spelling Book* (American), Br., (S 1)
LINDER, *Business Letters* (Briggs), Br.
MEYER, *Vocabulary Building Speller* (Macmillan), Br., Dub., (S)
MILLER, *New Business Speller* (Lyons), Dub., K.C. (K.), (1-4), Leav.
MILLS, E. C., *Business Penmanship* (American), Br.
MORTON & VIETS, *A First Course in Practical Business English* (Crofts), Br.

HIGH SCHOOLS

Business English (Continued)

PALMER, *The American Penman* (Palmer), Br.
Palmer Method of Business Writing (Palmer), Br., N.O.
 PATTON, DAVID H., *Progressive Word Mastery* (Merrill), Sag.
 PETERS, *Business Speller* (Southwestern), Dub.
 REIGNER, *Applied Punctuation* (Rowe), Br.
English for Business Use (Rowe), Br., Dub. (S), Pitt.
Spelling Completion Tests (Rowe), Br., Dub. (S)
Writing Letters (Rowe), Br.
 ROSS, *Business English* (Southwestern), Br., Det., G.R., G.R.F., Spr.
Business English Wordbooks (Southwestern), Det., G.R., Spr.
 SORRELL & KITT, *Words: Their Spelling, Pronunciation, Definition and Application* (Gregg), Br., Dub. (S)
 WALTERS, *Word Studies* (Southwestern), Br., Dub.
 WALTMYER, *Pictured Punctuation* (Gregg), Br.

BUSINESS TRAINING

ABRAMS, *Business Behavior* (Southwestern), Br.
 ALLISON, *Army Office Training* (Gregg), Br.
 BREWER, AURLBUT & CASEMAN, *Elements of Business Training* (Ginn), D.M.
Introductory Business Training (Ginn), Br.
 BRISCO, *Store Management* (Prentice-Hall), Br.
 BRISCO, GRIFFITH, et al., *Store Salesmanship* (Prentice-Hall), Br.
 CASEY & JOHNS, *Salesmanship and Buymanship* (Rowe), Br.
 CORNELL & McDONALD, *Fundamentals of Business Organization and Management* (American), Br., Sy.
 CRABBE-SALGIVER, *General Business Training* (Southwestern), Br., Dub., Mill., St.C.
 ELWELL, ZELLAT & GAAD, *Business Record Keeping* (Ginn), Cleve.
 ELY & STARCH, *Salesmanship for Everybody* (American), Sy.
 FISHER, *Intensive Clerical and Civil Service Training* (Southwestern), Br.
 FISK & POMEROY, *Applied Business Law* (Southwestern), Mill.
 FRAZIER, PITKIN & SULTON, *New Adventures in Business* (Oxford), Dub.
 GOODFELLOW, *The Fundamentals of Business Training* (Macmillan), Br., Buf. (1), Dub.
 GRAHAM & JONES, *The Consumer's Economic Life* (Gregg), Br.
 GREENSTEIN & SMITHLINE, *Our Daily Contacts with Business* (Lyons), Br., Dub.
 IVY, *Successful Salesmanship* (Prentice-Hall), Br.
 HAUSRATH & HARMS, *Consumer Science* (Macmillan), Br., Clin.
 JONES, *Business Training* (Gregg), Char.
Our Business Life (Gregg), Br., Buf., Det., G.R., Sy.
 KANZER, GERSTENBERG, *Essentials of Business Law* (Prentice), Pitt.
 KIRK, BUCKLEY & WAESCHE, *Introduction to Business* (Winston), Dub.
 KNEBLAND, BERNARD, et al., *Selling to Today's Customer* (Ginn), Br.
 MAYNARD, DARMERON & SIEGLER, *Retail Marketing and Merchandising* (Ginn), D.M.
 MORRILL, BESSEY, et al., *Applied Office Practice* (Heath), Br.
 NEILL & COOT, *Understanding American Business* (Macmillan), Br.
 NICHOLS, F. G., *Junior Business Training for Economic Living* (American), Br.
 PAYNE, M. M., *What Do I Do Now? A Guide to Correct Conduct and Dress for Business People* (Gregg), Br.
 POLISHOK, BRIGHET, WHEALAND, *Elements of General Business* (Ginn), Buf., Dub. (S)
 PROCTOR, W. M., *Vacations: World's Work and Its Workers* (Houghton), St.C.
 REED & MORGAN, *Introduction to Business* (Allyn), Br., Dub. (S), Sy.
 REICH, E., *Selling to the Consumer* (American), Br., N.O.
 REICHERT, *Retailing Principles and Practices* (Gregg), Pitt.
 SCHAAR, et al., *Personal Business Law* (McGraw-Hill), Mill.
 SILT & WILSON, *Business Principles and Management* (Southwestern), Br., Sy.
 WALTERS, R. G., *Fundamentals of Salesmanship* (Southwestern), Br., Mill., St.C.

WALTERS & ROWSE, *Fundamentals of Retailing* (Southwestern), Br.
 WALTERS & WINGATE, *Selling* (Southwestern), Pitt.
 WILSON, EYESTER, *Consumer Education Problems* (South-Western), Pitt.
 ZUTAVEN & BULLOCK, *Business Principles* (Rowe), Sy.

CHEMISTRY

AHRENS, BUSH, et al., *Living Chemistry* (Ginn), Br., Dub. (S 4), Wisc.
 AMES & JAFFEY, *Laboratory and Workbook Units in Chemistry* (Silver), Br.
 BAISCH & GLADIEUX, *Directed Activities in Chemistry, Workbook and Laboratory Manual* (Oxford), Br.
 BAYLES & MILLS, *Basic Chemistry* (Macmillan), Cleve.
 BIDDLE & BUSH, *Dynamic Chemistry* (Rand, McNally), Br., Dub., Erie, St.C.
Chemistry Today (Rand), Det. (S)
 BLACK & CONANT, *New Practical Chemistry* (Macmillan), Bo., Br., Char., Erie, Pitt, San D., Wisc.
 BRAUER, *Chemistry and Its Wonders* (American), Br., Gall.
 BROWNLER, et al., *Chemistry Series* (Allyn), Bo.
First Principles of Chemistry (Allyn), El P., Erie, L.A. (3), Nat., Pitt, Spr., Sy., Wisc.
Laboratory Experiments in Chemistry, Br.
Elements of Chemistry (Ginn), Br., San D., Sy., Wisc., Wor.
 BRUCE, *High School Chemistry* (World), Br.
 BURDICK, A. J., *Chemistry Manual* (Singer), G.R.
 DAFORE, SISTER M., O.P., *Laboratory Manual in Chemistry* (Bishop McDonnell Memorial H.S.), Br.
 DES JARDINS, *Vitalized Chemistry in Graphicolor* (College Entrance), Br., Det.
 DINSMORE, *Chemical Calculations* (Globe), Br. (S)
Chemistry for Secondary Schools (Laural), Br.
 DULL, *Modern Chemistry* (Holt), Br., Col., Det., Dub. (4), G.R., K.C. (K), Leav., Mill., Pitt, Sag., Wisc.
 FLETCHER, et al., *Beginning Chemistry* (American), Br., (S)
 HOGG, *An Introduction to Chemistry* (Oxford), Br., (S)
 HOGG, J. C., et al., *Chemistry, a Course for High Schools* (Van Nostrand), Br., Pitt.
Laboratory Exercises, Laboratory Manual Workbook, Unit Texts (Van Nostrand), Br.
 HOPKINS, DAVIS, et al., *Chemistry and You* (Lyons), Br., Det. (S), Gall., Sag., S. Fe, Sy., Wisc.
 JAFFE, *Laboratory Exercises in Chemistry* (Silver), Br.
New World of Chemistry (Silver), Br., Col., Erie, Gall., Mill., S. Fe, Sy., Wisc.
 JOHNSON, *Basic Units of Chemistry* (Repub), Cleve.
 JONES, et al., *Workbook and Laboratory Manual in Chemistry* (College Entrance), Br., San D.
 KRUH, CARLETON, et al., *Modern-Life Chemistry* (Lippincott), Br.
 LEMKIN, *Visualized Chemistry* (Oxford), San D.
Chemistry and Practice (Oxford), Pitt.
 MCPHERSON, *Chemistry* (Ginn), Sy.
 MCPHERSON, HENDERSON & FOWLER, *Chemistry at Work* (Ginn), B., Br., Cleve., G.R., San D., Sy.
 MENDEL, *Digest of Chemistry* (Globe), Br. (S)
 MILES, BRADBURY, *Chemistry - Guide* (Lyons), El P.
 NEWELL, *Experiments in Practical Chemistry* (Heath), Br.
 PRICE, W. E., & BRUCE, G. H., *Chemistry and Human Affairs* (World), Br., S. Fe
 RAWLINS, *Chemistry in Action* (Heath), Cleve., Dub. (4), Mill.
 SCHILLER, O'DONNELL, et al., *Chemistry Laboratory Manual and Workbook* (Globe), Br.
 TEDESCO & AUERBACH, *Fundamental Activities in Chemistry* (Repub), Det.
 TULEEN, MUEHL, et al., *Test It Yourself* (Scott), Br.
 WEAVER & FOSTER, *Chemistry for Our Times* (McGraw-Hill), Cleve.
 WEISBRUCH, *Semimicro Laboratory Exercises in High School Chemistry* (Heath), Br., Col., Det.
 WILSON-MULLINS, *Applied Chemistry* (Holt), Wisc. (5)

CIVICS

ABELOW, *Community Civics* (Globe), Br., (S)
 ADAMS & WALKER, *Democratic Citizenship in Today's World* (Scribner's), Br.
 ALLEN & WIRTH, *This Government of Ours* (American), Br.
 ARNOLD, J. I., *Problems in American Life* (Row-Peterson), St.C.
 BECKENSTEIN, *Community Civics* (College Entrance), Br. (S)
 CAPEN & MELCHIOR, *My Worth to the World* (American), Br., Erie
 COHEN & ALEXANDER, *New York Today and Tomorrow* (College Entrance), Br. (S)
 CONFORT, et al., *Your Government* (Harper), Dub.
 CONNERY, *Americans All, Student Handbook of the Catholic Civics Clubs of America* (Catholic University), Br. (1)
 CORBETT, J. A., et al., *Christianity and Civilization* (Sadlier), N.O., Pitt. (1)
 DARLING & GREENBERG, *Effective Citizenship* (Prentice-Hall), Br.
 DELANEY & OSTHEIMER, *Christian Principles and National Problems* (Sadlier), Br. (S), Cleve., Dub., N.O. (4), Og. (4), Pitt, Sy. (4), Wisc. (S 4), Wor.
 DEVEREAUX & AKER, *Living in Our Democracy* (Harr, Wagner), Br.
 DORF, P., *Visualized Government* (Oxford), Den., Pueb.
 DRUMMOND & PLATT, *New York, Our City of Progress* (Allyn), Br. (1)
 FAITH & BROWNE, *Our Civic Life and Progress* (Mentzer, Bush), Col. (1)
 FINCHER, FRASER, et al., *Democracy at Work* (Winston), Br.
 FLICK & SMITH, *Government in the United States* (Laidlaw), Br.
 GARNER & CAPEN, *Our Government* (American), Gall., (3-4), S. Fe (3-4)
 GOSLIN, GOSLIN & STOREN, *American Democracy Today and Tomorrow* (Harcourt), Br. (1)
 GREENAN & MEREDITH, *Everyday Problems in American Democracy* (Houghton), Br.
 GRIFFIN, *Freedom, American Style* (Holt), Br. (S)
 GUTHRIE & BARBER, *American Government* (Globe), Br.
 GUITTEAU & BOHLMAN, *Our Government Today* (Houghton), Gall. (3-4)
 HANNA, POTTER, et al., *Ten Communities* (Scott), Br. (S)
 HEASON, CAHILL, et al., *Economic Citizenship* (College Entrance), Br. (S)
 HIX, KINGSBURY, et al., *Towards a Better World* (Scribner), Br.
 HILL, H. C., *Community and Vocational Training* (Ginn), L.A. (1)
Life and Work of the Citizen (Ginn), Br.
 HOUGHTON, N. D., *Realities of American Government* (Macmillan), Br., Char.
 HUGHES, R. O., *Building Citizenship* (Allyn), Br., Erie, Gall. (1-2), S. Fe (1-2), Spr., Sy.
Civic Training (Allyn), Br., Sy.
Economic Citizenship (Allyn), Sy.
Today's Problems (Allyn), Br. (4), Wor.
The Making of Today's World (Allyn), Pitt. (S)
 KEOHANE, *Exploring Your Community* (Harcourt), Br.
 KEOHANE & McGOLDRICK, *Government in Action* (Harcourt), Br. (1), Den., Leav., Pueb., Wisc.
 KIDGER, *Problems of American Democracy* (Ginn), Br.
 KING, *Our Community Life* (Winston), Sy.
 LAFF & WEAVER, *The Citizen and His Government* (Silver), Gall. (3-4)
 LEONARD & GREENLEAF, *Vocational Citizenship* (Kenedy), Pitt. (S), Sag.
 MCGILL & SCHIFFRES, *The New Economic Citizen* (Southwestern), Br.
 MAGRUDER, F. A., *American Government* (Allyn), B., Br., Cleve., Col. (4), D.M., Det., El P., Gall. (3-4), G.R., K.C. (K), Leav., (4), Mill., Sag., San D., S. Fe (3-4), Wisc. (1), Wor.
 MANION, C., *Lessons in Liberty* (Notre Dame Press), B., Br., Cleve., Nat.
 MAURER & JONES, *The Constitution of the U. S.* (Heath), Br. (1), Dub.
 MENG, PRITCHETT, O'CONNOR, OSTHEIMER, SMITH, *Christianity and America* (Sadlier), Cleve. (3), Pitt. (3), Sy. (3)
 MUTHARD, HASTINGS, et al., *Democracy in America* (Newson), Br. (1)
 O'ROURKE, *You and Your Community* (Heath), Br., Dub., S. Fe (1-2)
Your Government Today and Tomorrow (Heath), Br. (1)
 PATER, A. F., *We the People* (Paebar), Char.
 PATTERSON, LITTLE, et al., *Problems in*

HIGH SCHOOLS Civics (Continued)

American Democracy (Macmillan), Br.
 PERRY, BUCKLEY, McALEER, Visualized Civics (Oxford Bk. Co.), Br. (S), Balt.
 POSEY & HUEGLI Government for Americans, Middle Atlantic ed. (Row, Peterson), Br.
 QUIGLE & DONOVAN, The Christian Citizen—His Challenge, Brief edition (Mentzer Bush), Br.
 REXFORD & CARSON, The Constitution of Our Country (American), Br.
 RUSSELL & BRIGGS, The Meaning of Democracy (Macmillan), Br.
 ROSS-KILZER, American Democracy, Its Problems and Achievements (Bruce), Cin., Mil., Sag., San Ant., San D.
 SALISBURY & CUSHMAN, The Constitution, the Middle Way (Newson), Br. (S)
 SAPEN, Economic Citizenship (Macmillan), Sy.
 SHEA, et al., Christian Living in Our Economic World (Sadlier), N.O., Pitt. (2), St.L., Wch.
 SHERWOOD, H. N., Civics and Citizenship (Bobbs-Merrill), El. P.
 SMITH, Twentieth Century Workbook in Civics (Benton), San D.
 SMITH, Your Life as a Citizen (Ginn), Br.
 STEINBERG & LAMM, Our Changing Government (Lippincott), Br. Gall. (3-4)
 STOCKTON & BECKENSTEIN, We the Citizens (College Entrance), Br.
 TOWNE & MOREHOUSE, Social Problems (Macmillan), St.Cl.
 TURKINSON & CONLEY, Your Country and Mine (Ginn), Br. (1)
 WALKER, BEACH, et al., American Democracy and Social Change (Scribner's), Br.
 The Government of the U. S. (Scribner's), Br.
 Democracy and Social Policy (Scribner's), Br. (S)
 WALKER & KERSEY, Our National Constitution (Scribner's), Br.
 WHEELER & KOLEVZON, New York State, Its History and Constitution (Republican), Br.
 WHITTAKER & JAMISON, Experiences in Citizenship (Webster), Br. (1), Gall. (1-2), S. Fe (1-2)
 WILSON, BOWMAN, KING, This America (American), Br. (1)
 WOODBURN & MORAN, The Citizen and the Republic (Longmans), Br.
 YOUNG, BARTON, et al., Citizens at Work (McGraw-Hill), Br.
 Growing in Citizenship (McGraw-Hill), Br.

COMMERCIAL LAW

AMSTER, Commercial Law (Globe), Br.
 Modern Problems in Commercial Law (Globe), Br.
 BOGERT, GOODMAN & MOORE, Introduction in Business Law (Ginn), Br.
 COX, J. H., The New Burgess' Commercial Law (Lyons), Br.
 DILLAVOU & GREINER, Business and Law (McGraw-Hill), Br.
 GANO, D. C., Commercial Law (American), Br., L.A. (4)
 GHTZ, et al., Essentials of Business Law, third edition (Prentice), Sy.
 GOOD & KEICHER, Visualized Business Law (Oxford), Br.
 KANZER, Essentials of Business Law (Prentice-Hall), Br.
 Principles of Business Law (Prentice-Hall), Sy.
 KANZER & ASCHER, Business Law Objective Tests (Prentice-Hall), Br.
 KERR, T. S., Commercial Law (Macmillan), Br.
 LAVINE & EDELSON, Basic Business Law (Rowe), Br., Dub. (S)
 Business Law (Rowe), Br.
 LAVINE & MANDEL, Business Law for Everyday Use (Winston), Dub., N.O. (4)
 PETERS & POMEROY, Commercial Law (Southwestern), Br., El P., St.Cl., Spr., Wor.
 POMEROY & FISK, Applied Business Law (Southwestern), Br., Dub., Sy.
 RICHARDSON & REED, Rowe's Commercial Law (Rowe), St.Cl.
 ROSENBERG, Essentials of American Business Law (Gregg), Br., Dub. (S)
 American Business Law (Gregg), Sy.
 THOMPSON, C. O., Questions and Cases in Business Law (American), Br.
 TRAVERS, ROGERS & THOMPSON, Business Laws and Procedures (American), Br.
 Practice Activities for Business Law and Procedure (American), Br.

WEAVER, Business Law (Allyn), Br., D.M.
 WHIGHAN, JONES & MOODY, Essentials of Commercial Law (Gregg), Br.

DICTIONARIES

FOWLER, Pocket Oxford Dictionary (Oxford), Br.
 FUNK & WAGNALLS, College Standard, Br. Desk Standard, Br.
 Unabridged Dictionary, Br.
 LEWIS, CANBY, BROWN, The Winston Dictionary (Winston), Dub.
 MACMILLAN, Modern Dictionary, Br.
 STEIN, The American High School Dictionary (Oxford), Br.
 THORNDIKE, Thorndike-Century Senior Dictionary (Scott), Br.
 THORNDIKE & BARNHART, High School Dictionary (Scott), Br.
 WEBSTER, Collegiate (Merriam), Br.
 Shorter School Dictionary (American), Br.
 Students' Dictionary for Upper School Levels (American), Br., Dub., Gall., N.O. (1-4)
 WINSTON, Advanced Dictionary, Br.
 Simplified Dictionary, N.O. (1-4)

DOMESTIC TRAINING

AHEARN, The Way We Wash Our Clothes (Silver), Br.
 BAXTER, JUSTIN, et al., Sharing Home Life (Lippincott), Br., Gall., S. Fe
 Our Share in the Home Series (Lippincott), Wch. (1)
 BAXTER & LATZKE, Modern Clothing (Lippincott), N.O., Wch.
 CAULEY, The Science and Art of Home-making (American), Br.
 DEMING, Home Nursing (Little Brown), Br.
 DONOVAN, D. G., The Mode in Dress and Home (Allyn), Br., El P., N.O. St.Cl.
 GREEN, Foods and Homemaking (Southwestern), Char.
 GREER, Your Home and You (Allyn), Br., Cleve., Dub., Mil., Pitt.
 Foods for Home and School (Allyn), Br., Cleve., Mil.
 GROVES, et al., Family and Its Relationships (Lippincott), Gall., S. Fe
 HARRIS & HENDERSON, Foods, Their Nutritive, Economic and Social Values (Little Brown), Br.
 Let's Study Foods (Little Brown), Br.
 HARRIS & HUSTON, The New Home Economics Omnibus (Little Brown), Br.
 HARRIS & LACEY, Everyday Foods (Houghton), Br., Cin., El P., Gall., Mil., N.O. (1-2), S. Fe, Wch.
 HARRIS, TATE & ANDERS, Everyday Living (Houghton), Cin., Wch. (1)
 IOWA HOME ECONOMICS ASSOC., Unit Method of Sewing (Iowa State College) Mil.
 JENSEN, et al., Fundamentals of Home Economics (Macmillan), Br.
 JORDAN, ZILLER, et al., Home and Family (Macmillan), Br.
 JUSTIN, RUST, Home and Family Living (Lippincott), N.O.
 LAITEM & MILLER, Experiences in Home-making (Ginn), Br.
 PICKEN, Modern Dress Making Made Easy (Funk & Wagnalls), Br.
 PIERCE, Home Canning for Victory (Silver), Br.
 PRICE, Living with the Family (Little Brown), Br.
 REICH & SIEGLER, Consumer Goods—How to Know and Use Them (American), Br.
 SISTERS OF ST. JOSEPH, BROOKLYN, Foods and Nutrition. The Composition, Selection and Preparation of Foods as Guides to Physical Fitness (Sisters of St. Joseph) Br.
 SPEARS, Better Dressmaking (Silver), Br.
 Home Decoration with Fabric and Thread (Silver), Br.
 TALEOT, LITTLE, et al., Practical Problems in Home Life for Boys and Girls (American) Br.
 TODD, Clothes for Girls (Heath), Mil.
 TRILLING & NICHOLAS, The Girl and Her Home (Houghton), Br., Cin., Det., G.R., Pitt.
 VAN GILDER, From Thimble to Gown, A Manual of Sewing (Allyn), Br.
 DRAMATICS, The Stage and the School (Harper), Dub., N.O.

ECONOMICS AND SOCIOLOGY

ADRIANCE, Using the Wealth of the World (Little Brown), Br.
 ARNOLD & BANKS, Building Our Life Together, Leav.
 BAGLEY & PERDEW, Understanding Eco-

nomics (Macmillan), Br. (4)
 BRIGHET & SPANABEL, Economics & Business Opportunities (Winston), Gall. (3-4), S. Fe (3-4)

BERNSTEIN & ARRIN, The Citizen in a Changing Community (Longmans, Green), Br.

CLARK, H., Economics (American), Dub.
 CLARKE & HAERIOTT, This Machine Age (Scribner), Br.

CONSILIA, SR. M., O.P., Catholic Sociology (Kenedy), Cleve., Sag.

CORBETT & COLVIN, Modern Economics (Macmillan), Br.

DODD, Introductory Economics (Southwestern), Br.

Applied Economics (Southwestern), Br.

ELLIOTT, MERRILL, et al., Our Dynamic Society (Harper), Br.

FAIRCHILD, Economics (American), Br.

FAY & BAGLEY, Elements of Economics (Macmillan), B., Br., L.A. (4)

FLEMING, et al., Social Studies Review Book (McMullen), Sy. (S)

FRIEND & SCHULTZ, A First Book in Home Economics (Appleton), Dub.

GOODMAN & MOORE, Economics in Every-day Life (Ginn), Br., Den., Det., Gall. (3-4), K.C. (K), Leav., Pueb., S. Fe (3-4), Wch.

GRAHAM & SEAYER, Banking, How It Serves Us (Newson), Br. (S)

Money, What It Is and What It Does (Newson), Br. (S)

GUINN-REFKE, Living in the Social World (Lippincott), Wch.

HAMBLEN & ZIMMERMAN, Wise Spending (Harper), Br.

HUGHES, Fundamentals of Economics (Allyn), Br., Gall. (3-4), S. Fe. (3-4)

PROBLEMS of Democracy (Allyn), N.O.

JACOBSON, Our Interests as Consumers (Harper), Br.

JANZEN & STEPHENSON, Everyday Economics (Silver), Br., Gall. (3-4), S. Fe (3-4)

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Solid Geometry (Laidlaw), Br., K.C. (K), Leav.

BRINK, *Solid Geometry* (Appleton), D.M.

BURNETT & BATZLER, *Learning Activities in Geometry* (College Entrance), Br.

CLARK, et al., *Modern School Geometry* (World), Gall. (2-3), S. Fe (2-3)

DURELL & ARNOLD, *New Plane Geometry* (Merrill), Bo., Br. Sy.

New Solid Geometry (Merrill), Br.

GOOD & CHAPMAN, *Plane Geometry* (Lippincott), Gall. (2-3)

HART, *Progressive Solid Geometry* (Heath), Br., Det., G.R., Sag.

Plane Geometry (Heath), Mil., Br.

HART & SCHULTZ, *Solid Geometry* (Heath), Br., Mil.

HAWKES, LUBY & TOUTON, *New Plane Geometry* (Ginn), Br., Gall. (2-3)

HERBERG & ORLEANS, *A New Geometry for Secondary Schools* (Heath), Br.

HERBERG & WILSON, *Plane Geometry Work Book* (Heath), Br.

KENISTON & TULLY, *Plane Geometry* (Ginn), Br., Mil. S. Fe (2-3)

KINGSBURY & WALLACE, *Progressive Plane Geometry* (Bruce), Br., D.M.

LEIGHTON, *Solid Geometry, Solid Geometry and Spherical Trigonometry* (Van Nostrand), Br. (S)

LEONARDY, JOSEPH, et al., *New Trend Geometry, First Course* (Merrill), Br.

MALLORY, *New Plane Geometry* (Sanborn), Dub., S. Fe. (2-3)

New Solid Geometry (Sanborn), Dub., K. C. (K)

MALLORY & OAKLEY, *Plane Geometry* (Sanborn), Br.

CORMACK, J. B., *Plane Geometry* (D. Appleton-Century), Det., G.R., Sag. Sy.

MORGAN & BRECKENRIDGE, *Solid Geometry* (Houghton), Br., El P., S. Fe (2-3)

Plane Geometry, rev. ed. (Houghton), Br.

MORGAN, FORBERG & BRECKENRIDGE, *Plane Geometry* (Houghton), Br., El P., Gall. (2-3)

NYBORG, J. A., *Plane Geometry* (American), Br.

REICHGOTT & SPILLER, *Today's Geometry* (Prentice-Hall), Br., Col., Gall. (2-3), S. Fe (2-3)

ROUDEBUSH, *Laboratory Geometry* (Prentice-Hall), Br.

SCHINNELL & CRAWFORD, *Clear Thinking, an Approach Through Plane Geometry* (McGraw-Hill), Br.

Solid Geometry, A Clear Thinking Approach (McGraw-Hill), Br.

SCHORLING, CLARK, et al., *Modern School Geometry* (World), Br., Cin.

Modern-School Solid Geometry (World), Br.

SCHULTZE, SEVENOAK & SCHUYLER, *Plane Solid Geometry* (Macmillan), B., Br.

SEYMOUR, F. E., *Plane Geometry* (American), Br.

Solid Geometry (American), Br.

SEYMOUR & SMITH, *Plane Geometry* (Macmillan), Br., Sy.

Solid Geometry (Macmillan), Br., Det.

SHUTE, SHIRK, et al., *Plane Geometry* (American), Br.

Solid Geometry (American), Br.

SKOLNIK & HARTLEY, *Dynamic Plane Geometry* (Van Nostrand), Cleve., Pitt.

Dynamic Solid Geometry (Van Nostrand), Pitt.

SMITH, *Essentials of Plane Geometry* (Ginn), Gr. F., San D.

Essentials of Solid Geometry (Ginn), San D.

SMITH & MARINO, *Plane Geometry* (Merrill), Br.

Solid Geometry (Merrill), Br.

SMITH, REEVES, MORSS, *Texts and Tests in Plane Geometry* (Ginn), Br., Cin.

Det.

STONE & MALLORY, *New Plane Geometry* (Sanborn), Br., Dub., Erie, Gall. (2-3)

New Solid Geometry (Sanborn), Br., Dub., St.C., Spr.

STRADER & EHOADS, *Modern Trend Geometry* (Winston), Br.

Plane Geometry (Winston), Hel., L.A. (2), Nat., St.C., Wich.

Solid Geometry (Winston), Wich.

THEISSEN & MCCOT, *Plane Geometry* (Loyola), Br., Pitt.

TRUMP, *Geometry, A First Course* (Holt), Br.

WELCHONS & KRICKENBERGER, *Plane Geometry* (Ginn), Br., Cleve., Col., K. C. (K), Leav., Mil., Pitt., Wh.

New Plane Geometry (Ginn), Br., L.A., Mil., Pitt., Wh.

Solid Geometry (Ginn), Br., Erie, Leav., L.A., Mil., Pitt.

WELKOWITZ, SITOMER, et al., *Geometry Meaning and Mastery* (Winston), Br., Cleve.

WELLS & HART, *Plane Geometry* (Heath), Char.

Progressive Plane Geometry (Heath), Br.

WENTWORTH & SMITH, *Plane and Solid Geometry* (Ginn), Bo.

Plane Geometry (Ginn), Br., Erie, L.A. (4)

Solid Geometry (Ginn), Br.

WELLS & HART, *Plane Geometry* (Heath), Char.

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Solid Geometry (Ginn), Br.

WELLS & HART, *Plane Geometry* (Heath), Char.

Progressive Plane Geometry (Heath), Br.

HIGH SCHOOLS German (Continued)

COCHRAN, *A Practical German Review Grammar* (Prentice-Hall), Br. (2-3)

COENEN, *Auf Höherer Warte, Deutsche Dichtungen der Neuzeit* (Reynal & Hitchcock), Br. (4)

ERNST, E., *Das Spukhaus in Litauen* (American), Br. (S 2)

Der Schatz in Morgenrotstal (Oxford), Br. (S 1-3)

GAUPE, *Stürmische Fahrt* (Oxford), Br. (1-2)

HAGBOLDT, *Alle Fünf* (Stokl), Br. Die Geschichte von Käfle Storch (Hauff), Br.

Eine Nacht im Jägerhaus (Hebbel), Br.

HAGBOLDT & KAUFMANN, *A Brief Course in German* (Heath), Br. (2-3)

Deutsch für Anfänger (Heath), Br. (1) Mil. (1-2), St.Cl.

Lesebuch Für Anfänger (Heath), Br. (1), Mil., St.Cl.

Graded German Readers, Bks. 6-8, Alternate (Heath), Br. (S 3-4)

HAGBOLDT, MORGAN & PURIN, *Graded German Readers* (Heath), Br. (S 1-4)

HESSE, *Kinderseel und Laddiel* (Heath), (S 3-4)

HOPACKER & JENTE, *German Composition and Conversation* (Holt), Br. (S 3)

HOLZWARTH, *German II* (Scott), Sy. (2)

HUEBENER & NEWMARK, *First Course in German* (Heath), Br. (1), Mil.

Second Course in German (Heath), Br. (2), Mil.

ITALLAENDER, *Gebrüder Lenz auf Tippel-fahr* (Oxford), Br. (S 1-2)

JACKSON, E., *New Approach to German* (Longmans), Br. (1), Pitt.

KASTNER, E., *Emil und die Detektive* (Holt), Br. (S 2)

KAYSER & MONTESER, *Brief German Course* (American), San D.

KENNOFF, *Kleine Geschichten* (Bruce), Br. (S 1)

LICHTENBERGER, *Reineke Fuchs* (Heath), Br. (S 1)

Der Abenteuerliche Simplizius Simplissimus (Heath), Br. (S 1)

LIPSKY, REIFLER, *Easy German* (Holt), Cln., Dub., Mil. (1-2)

MADER, *Die Fremdenlegionäre* (Oxford), Br. (S 1-3)

MALKOWSKY, *Peter Kraft, der Segelflieger* (Oxford), Br. (S 1-2)

MATTHEUS, *Krümel als Detektiv* (Oxford), Br. (S 1-2)

MAY, *Der Pfahlmann* (Oxford), Br. (S 1-2)

MEYER, *Fundamentals of German* (Globe), Br. (S 2-4)

Elementary German (Houghton), Br. (1)

Graded Readers (Houghton), Br. (S 1-2)

PRESSER, *Geschichten um Bübchen* (American), Br. (S 2)

RIEMANN, *Sieben Jungen und Ein Hund* (Oxford), Br. (1-2)

ROGGEVEEN, *Der Radio-Detektiv* (Oxford), Br. (2-3)

ROSELER, *German in Review* (Holt), Br. (S 3)

ROSENSTENGEL, *Vom Mars zur Erde* (Oxford), Br. (S 1)

RUSSON, *Spass Muss Sein* (Oxford), Br. (S 1)

SACHSSE, *Modern Exercises in German* (Globe), Br. (S 2-4)

SCHINERER, *Beginning German* (Macmillan), Br. (1)

Continuing German (Macmillan), Br. (2)

Reading German (Macmillan), Br. (3)

SPANN & LEOPOLD, *Progressive German Readers, Three Books* (Heath), Br. (S 1-2)

STEINHAUER, *Deutsche Kultur* (Oxford), Br. (S 2-4)

STRAUBE, *Germelshausen* (Bruce), Br. (S 1)

STRAUSS, *Schmuggler in Masuren* (Oxford), Br. (S 1-2)

STRONG, *Der Doppelgänger* (Oxford), Br. (S 1-2)

Der Grosse Unbekannte (Oxford), Br. (S 1-2)

THURNAU, *Fundamentals of German* (Crofts), Br. (1)

VESSPER, *Tristan und Isolde, Parzival* (Holt), Br. (2)

VOS, *Concise German Grammar* (Holt), Br. (2)

A First German Reader (Holt), San D.

WAGGERL, *Das Jahr des Herrn* (Crofts), Br. (2)

WIENS, *Bilderlesebuch für Anfänger* (Holt), Br. (2)

WILCOX & FOLLETT, *Junior Classic Dictionary*, Br. (S 1-4)

WILDENBRUCH, E., *Das Edle Blut* (American), Br. (S 2-3)

WORMAN, *German II* (American), Spr. ZETYDEL, *Graded German Reader for Beginners* (Crofts), Br. (1-2)

HEALTH

BACON, *Outwitting the Hazards* (Silver), Br.

BROWN & O'CONNOR, *Youth's Guide to Safety* (Scribner), Br.

BROWNL, et al., *Adventures in Growing-Up* (American), Br. S. Fe. (1)

Health Problems (American), S. Fe. (3), Sy.

BRYCE, *The Safe-Way Club* (Thos. Nelson), Dub.

BURKHARD, CHAMBERS & MARONET, *Health and Human Welfare* (Lyons), Br. Wich. (1)

BURNETT, *To Live in Health* (Silver), Br. Sy.

BUSH, PTACEK & KOVATS, *Safety for Myself and Others* (American), Br.

CHARTERS, SMILEY, et al., *New Health and Growth Series, Health in a Power Age* (Macmillan), Br. (1), Dub., Pitt. (3), Wich. (1)

CLEMENSEN & LA PORTE, *Your Health and Safety* (Harcourt), Br., Buf., Sy.

COBB, *Health for Body and Mind* (Appleton), Dub.

COCKEPAIR, et al., *Health and Achievement* (Ginn), Dub., Leav., Wich.

CRISP, *Be Healthy* (Lippincott), Dub. Health for You (Lippincott), S. Fe. (1), Wich. (1)

DAVIS, *Vitality Through Planned Nutrition* (Macmillan), Br. (1-4)

GOLDBERGER & HALLOCK, *Health and Physical Fitness* (Ginn), Br., Og., Pitt. Sy.

Understanding Health (Ginn), Buf., Wor.

HIPPLER & DURFEE, *Safe Living* (Sanborn), Dub.

IRWIN, *First-Aid Training* (Lyons), Br.

MEREDITH, *Health and Fitness* (Heath), Br. (3), Dub., Pitt., Sy.

MUELLER & ROBERTSON, *Fundamentals of Health and Safety* (Van Nostrand), Buf.

OLSSON, *Guarding Our Health* (Globe), Br.

RED CROSS, *First Aid Manual*, Pitt., Home Nursing Manual, Pitt.

RATHBONE, BACON, KEENE, *Health in Daily Living* (Houghton), Buf.

STANISLAUS, Sr. M., *The Human Body, Its Structure, Functions and Care* (Bruce), Dub.

THACKSTON & THACKSTON, *Human Health* (Holt), Dub.

TURPIN, BRYCE & ALEXANDER, *Lost and Found* (Thos. Nelson), Dub.

WHEAT & FITZPATRICK, *Everyday Problems in Health* (American), Br.

WILLIAMS, *Healthful Living* (Macmillan), Br., Buf., Wor.

Safety (Macmillan), Br. K. C. (K)

WILSON, et al., *American Health Series* (Bobbs-Merrill), Wich. (1)

Life and Health (Bobbs-Merrill), Pitt.

HISTORY

ADAMS & VANNEST, *The Record of America* (Scribner's), Br., St.Cl.

AMES, *Homelands* (Webster), Wich. (1)

ASPENLEITER, *World History* (Loyola), Dub. (2), Mil.

BARKER-COMMAGER-WEBB, *The Building Of Our Nation* (Row-Peterson), Wich. (1)

BEARD & BEARD, *The Making of American Civilization* (Macmillan), Br., Char., Erie, Gall. (3-4), L.A. (4)

American History (Macmillan), Det., G.R.

United States History (Macmillan), Char., San D., Wor.

BEARD, ROBINSON, et al., *Our Own Age* (Ginn), Br., Sy.

BECKER, *Modern History* (Silver), Br. (S)

BECKER & DUNCALF, *Story of Civilization* (Silver), Br., Gall. (1-2), S. Fe. (1-2)

BECKER, PAINTER, et al., *The Past that Lives Today* (Silver Burdett), Br. Hart.

BETTEN, *The Ancient World* (Allyn), D.M., Hart

Ancient and Medieval History (Allyn), Bo., Br., Gr.F., Nat., Sag., San D., S. Fe. (1)

BETTEN & KAUFMANN, *Modern History* (Allyn), Bo.

BOAK, SLOSSON & ANDERSON, *World History* (Houghton), Br., Leav.

BRAGDON & MCCUTCHEON, *History of a Free People* (Macmillan), Br.

BROWN, *We Hold These Truths* (Harper), Br.

BROWN, STEWART & MYER, *America, in a World at War* (Silver), Br.

BOUTWELL, *America Prepares for Tomorrow* (Harper), Br.

CALDWELL-MERILL, *World History* (Sanborn), Br.

CANFIELD & WILDER, *The United States in the Making* (Houghton), Br., Gall. (3-4), S. Fe. (3-4), Wich.

Making of Modern America (Houghton), Br., Dub. (3), Mil., San Ant.

CAPEL, *Across the Ages* (American), Br. (S)

CARR, W. G., *One World in the Making* (Ginn), Br. (S)

CASNER-GABRIEL, *The Story of American Democracy* (Harcourt), Wich. (1)

CASTRILLO, *A Pan American Journey* (Heath), Br. (S)

CELESTE, SISTER M., *American History* (Macmillan), Sag.

The Origin and Growth of Our Republic (Macmillan), Br., Dub. (S 3), Sag.

COMMAGER & NEVINS, *The Heritage of America* (Little, Brown), Br. (S)

CORBETT, J. A., et al., *World History* (Sadlier), Br., Cleve., Lin., Og. (2), Pitt. (2), Sag., S. Fe.

Christianity and Civilization (Sadlier), Buf. (2), Cin., Cleve., Dub. (S 2), Mil., N.O. (2), Sag., San Ant., St.L., Sy. (2), Wich., Wor.

CROWLEY & JOSEPH, *Industrial History* (College Entrance), Br.

DELANER & OSTHEIMER, *Christian Principles and National Problems* (Sadlier), Dub. (4), Pitt. (4), N.O. (4), Og. (4), Wor.

DORF, *American History and World Backgrounds* (Oxford), Sy. (S)

Visualized Modern History (Oxford), Br., Det.

EVANS, *America First* (Milton Bradley), Br.

EVANS & SANKOWSKY, *Graphic World History* (Heath), Br.

FAULKNER, KEPNAR, et al., *The American Way of Life* (Harper), Br., K.C. (K), Leav.

U. S. A., *An American History* (Harper), Wich. (1)

America, Its History and People (Harper), Pitt. (S)

FLEMING, B. J., et al., *Social Studies Review Book for High Schools* (McMillan), Br. (S), Sy. (S)

FORTENBAUGH & TARMAN, *Pennsylvania, The Story of a Commonwealth* (Penna. Book Co.), Pitt. (S)

FOX & SCHLESINGER, *The Cavalcade of America* (Milton Bradley), Br. (S)

FREELAND-ADAMS, *America's World Backgrounds* (Scribner's), Wich. (1)

FREDERICK and PATRICE, O.S.F., SISTERS, *The Church in Latin America* (Catholic Action Book Shop), Mil.

GAVIAN & HAMM, *The American Story* (Heath), Br., Mil.

GILBERT, SISTER MARY, *Dawn of History* (Loyola), Wh.

GRAFF, *The Key Stone State* (Winston), Pitt. (1)

GREENAN & COHAN, *World History* (McGraw), El P.

HABBERTON-ROTH, *Man's Achievements Through the Ages, A World History* (Laidlaw), Br.

HAMM, *From Colony to World Power, a History of the U.S.* (Heath), Br.

HAMM, W. A., *The American People* (Heath), Br., Gall. (3-4), Pitt. (S), S. Fe. (3-4)

HAMM, BOURNE & BENTON, *A History of the U.S.* (Heath), Erie, Sy.

HARLOW, R. V., *A History of the United States* (Holt), St.Cl.

Story of America (Holt), Br., Mil.

HART & MCLEER, *Visualized Problems of American Democracy*, Catholic Sch. Ed. (Oxford), Br.

HAYES & MOON, *Ancient History* (Macmillan), Bo., El P., Sag.

Ancient and Medieval History (Macmillan), Br., Cin., Col., Den., Det., G.R., Gr.F., Hart, K.C. (K), Pueb., St.Cl.,

Spr., Sy., Wor.

Modern History (Macmillan), B., Bo., Br., Cin., Col., Den., D.M., Det., El P., G.R., Gr.F., K.C. (K), L.A. (4), Mil., Pueb., Sag., St.Cl., San D., Spr., Sy., Wh., Wor.

History to 1700 (Macmillan), Spr.

HAYES, MOON & WAYLAND, *World History* (Macmillan), Br., Char., Cin., Col., Den., Dub. (2), El P., Gall. (1-2), Hel., Leav., Pueb., Sag., San D. (1-2), S. Fe. (1-2), Wor.

Original and Growth (Macmillan), San D. (3)

General History (Macmillan), Char.

HECKEL & SIGMAN, *On the Road to Civilization* (Winston), Gall. (1-2), S. Fe. (1-2)

HOFFMAN & GRATTAN, *News of the World in Newspaper Style* (Prentice-Hall), Br. (S)

HIGH SCHOOLS

Latin (Continued)

SCOTT & HORN, *First Latin Lessons* (Scott), Det. (1), G.R., Sy. (1), Wich. (1)
Language, Literature and Life (Scott), Br. (1-3), Char. (1-2), Dub., Pitt., Spr., Sy. (1), Wich. (2)
Third Year Latin (Scott), Sy. (3), Wich. (3)
 SCOTT, HORN, *Gunmere, Using Latin* (Scott), Mill. (1-2), Sag.
 SCUDERI, J. W., *Easy Latin* (Allyn), Bo.
Second Year Latin (Allyn), Br. (2), Buf. (2), L.A. (2), Spr., Sy. (2), Wich. (2)
 SISTERS OF ST. JOSEPH, BROOKLYN, *Ecclesia Latin Reader* (Noble), Br. (1-2), Dub. (S)
 SMITH & THOMPSON, *First Year Latin* (Allyn), Bo., Br. (1), L.A. (1), Pitt., S. Fe (1), Spr., Sy. (1), Wich. (1)
Second Year Latin (Allyn), Buf. (2), Pitt., S. Fe (2), Sy. (2)
 THOMPSON, H. G., *Latin, First Course* (Allyn), El. P.
Latin, Second Course (Allyn), El. P.
 ULLMAN & HENRY, *New Elementary Latin* (Macmillan), Br. (1), D.M., El. P., Hel., Leav. (1), N.O., Pitt. (1), Wh., Wich.
New Latin Series (Macmillan), Bo., N. O., Spr., Wor. (1-3)
New Second Latin Book (Macmillan), Br. (2), Gall., Leav. (2), N.O., Pitt. (2), S. Fe (2), Wich., Wh.
Latin for Americans (Macmillan), Br. (S 1, 2), Dub., K.C. (K) (1-2), Leav. (1-2), San D., S. Fe (1), Sy., Wich. (1-2)
 ULLMAN, HENRY & WHITE, *Third Latin Book* (Macmillan), Br. (3), Hel., K. C. (K), (3), Leav. (3), Pitt., Sag., Sy. (3), Wich.
 VARNI, *The Gospel According to St. Matthew* (Bruce), Dub. (S)
 WALKER, A. T., *Cæsar* (Scott), Bo.
 WEDECK, *Ciceron* (Heath), Char.
Third Year Latin (Heath), Br. (3), Dub. (S), San D., Sy.
 WILCOX & FOLLETT, *Junior Classic Dictionary*, Br. (S 1-4)

LIBRARY SCIENCE

BOYD, BAISDEN, et al., *Books, Libraries and You* (Scribner), Br. (1-4)
 BROONING, LAW, et al., *How to Use the Library* (Noble), Br. (1)
Reading for Skill (Noble), Br. (1)
 BROWN, *The Library Key and Aid in Using Books and Libraries* (Wilson), (1)
 TOSER, *Library Manual, a Study-Work Manual for High School Freshmen and Sophomores* (Wilson), Br. (1-2)

MATHEMATICS, GENERAL (See also Algebra, Geometry, Trigonometry)

BARTOO, G. C. & OSBORN, J. O., *Home and Job Mathematics* (Webster), Br., Pitt.
 BETZ, MILLER, et al., *Everyday General Mathematics* (Ginn), Br., Pitt.
 BRESLICH, *Purposeful Mathematics* (Laidlaw), Br., Dub.
 BRUECKNER, FARNAM & WOOLSEY, *Mathematics for Junior High School* (Winston), St. Cl.
 BUTLER, *Arithmetic for High Schools*, (Heath), Br.
 DOUGLAS, KINNEY, et al., *Everyday Mathematics* (Holt), Br., Dub.
 DUNNE, ALLEN & GOLDFAITH, *Useful Mathematics* (Ginn), Gall. (1-2), St. Cl., San D., S. Fe (1-2)
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 EWING & HART, *Essential Vocational Mathematics* (Heath), Br.
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 HART & GREGORY, *Socialized General Mathematics* (Heath), D.M., Gall. (1-2), S. Fe (1-2)
 HAUSLE, BRAVERMAN, et al., *Mathematics You Need* (Van Nostrand), Br.
 HAWKINS & TATE, *Your Mathematics* (Scott), Br., Mill.
 HOOPER, *Mathematics Refresher* (Scott), San D., Pitt.
 JOHNSON, *Applied Mathematics for Boys and Girls* (Bruce), Dub.
 LANKFORD, SCHORLING, et al., *Mathematics for the Consumer, rev.* (World), Br.
 LARRY & ADDLESTON, *Mathematics at Your Service* (Globe), Br. (1)
 LASLEY & MUDD, *The New Applied Mathematics*, 4th ed. (Prentice-Hall), Br.

LENNES, N. J., *New Practical Mathematics* (Macmillan), Dub., Gall., (1-2), S. Fe (1-2)
 MALLORY, *Mathematics for Everyday Affairs* (Sanborn), Dub. (1), S. Fe (1-2)
 MALLORY & SKEEN, *General Mathematics* (Sanborn), Br.
 MARINO, *Mathematics for Today* (Merrill), Br.
 NELSON, GRIME, *Making Mathematics Work* (Houghton), Br., Buf., Mill.
 PATTON & YOUNG, *Using Mathematics* (Iroquois), Br.
 POTTER, et al., *Mathematics to Use* (Ginn), Br. (1), Buf., Pitt.
Mathematics for Success (Ginn), Br. (2), Mill.
 ROSENBERG, *Essentials of Business Mathematics* (Gregg), Br.
Business Mathematics, Principles and Practice (Gregg), Br. (2), Pitt., Sy.
Business Arithmetic (Gregg), Br., Dub. (S)
 ROSSKOPF, et al., *Mathematics* (McGraw-Hill), Br. (1-2)
 SCHORLING & CLARK, *Mathematics in Life* (World), Buf. (1), Chi., Cin., Dub., Gall. (1-2), S. Fe (1-2)
Modern School Mathematics (World), Wich.
General Mathematics (World), El. P., S. Fe (1-2)
 STEIN, *Fundamentals of Mathematics* (Allyn), Br.
 STONE & MALLORY, *Mathematics for Everyday Use* (Sanborn), Gall. (1-2)
 SUTTON & LENNES, *Economic Mathematics* (Allyn), Dub. (S)
 VAN TUYL, G. H., *Practical Arithmetic* (American), D.M.
Mathematics at Work (American), Gall. (1-2), S. Fe (1-2)
 WEBSTER PUB. CO., *Home and Job Mathematics*, Pitt.
 WELLS & HART, *High School Arithmetic* (Heath), Det., G.R. (1-2), Sag.
 WENTWORTH & SMITH, *Mathematics* (Ginn), Erie

MUSIC

ALLYN & BACON, *My Music Measure Workbook*, Det.
 ANTONINE, SR. M., *Gregorian Chant for Church and School* (Ginn), Sy.
 ARMITAGE, *Concert Songs for Girls* (Birchard), St. Cl.
Concert Songs for Treble Voices, Girls (Birchard), Br.
Laurel Glee Club for Male Voices (Birchard), Br.
Laurel Songs for Girls (Birchard), Br.
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Singing Youth (Birchard), Br.
 ART PUBLICATIONS, *The Progressive Series*, Nat., Sy.
 BARBOUR & FREEMAN, *A Story of Music* (Birchard), Dub.
 BEATTIE, *Blue Book* (Birchard & Ginn), St. Cl.
The New Blue Book of Favorite Songs (Hall, McCreary), Br.
 BERGE, E. B., *Silver Song Series* (Silver), Bo.
 BIRCHARD, *Twice 55 Community Songs*, *The New Green Book*, Br., N.O.
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 FAULKNER, *What We Hear in Music* (RCA Manufacturing Co.), Hel.
 FEARIS CO., *Girls' Glee Club*, St. Cl.
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 FISCHER CO., *Liber Usualis*, Sy. (S)
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TREASURE (Girls), Pitt.
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Discovery (Mixed), Pitt. (4)
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 GIDDINGS, et al., *Junior Music* (Ginn), St. Cl.
Music Appreciation Series (Ginn), Br.
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 GLENN, et al., *The World of Music* (Ginn), Dub., Pitt.
 GOODCHILD, *Gregorian Chant for Church and School* (Ginn), Cleve.
 GRINDELL, *Recreation Songs* (Pearis Co.), St. Cl.
 HALL, MCCREARY, *Songs for Every Purpose and Occasion* (Hall, McCreary), Br.
Songs We Sing (Hall & McCreary), Cleve.
 HARTSHORN, et al., *The World of Music, Making Friends with Music* (Ginn), Br., Dub., Pitt.
 HUGHES, *Liturgical Terms for Music Students* (McLaughlin & Reilly), Br.
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 MC LAUGHLIN & REILLY CO., *Standard Gregorian Chants*, No. 1460, Wor.
 MARYOTT, HAROLD, *Musical Essentials* (John Church Co.), St. Cl.
 MONTANI, N. A., ed., *St. Gregory Hymnal* (St. Gregory Guild), Cleve.
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 WOOD, *Rudiments of Music*, Sy.

PERIODICALS

AMERICA, Pitt. (2-4)
 AMERICAN OBSERVER, THE, Sy.
 YOUNG CATHOLIC MESSENGER, Pitt. (1)
 SCHOOL ARTS MAGAZINE (May, Oct.), Sy.

PHYSICS

BEAUCHAMP & MAYFIELD, *Basic Electricity* (Scott), Br.
 BLACK & DAVIS, *Elementary Practical Physics* (Macmillan), B., Br., Char., D.M., Pitt., St. Cl., S. Fe., Sy.
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 DAFROSE, SISTER M. O.P., *A Laboratory Notebook in Physics* (Benziger), Br.
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 FLETCHER, *Laboratory Experiments in Physics* (Globe), Br.

HIGH SCHOOLS

Physics (Continued)

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FLETCHER, MOSBACHER, et al., *Unified Physics* (McGraw-Hill), Br.
FULLER, BROWNLSS, et al., *First Principles of Physics* (Allyn), Br., El P., Gall., L.A. (4), Nat., Spr., Sy.
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HENDERSON, *New Physics in Everyday Life* (Lyons & Carnahan), Sag.
MILLIKAN, GALE & COYLE, *New Elementary Physics* (Ginn), Br., Chi., Clin., Pitt., St.Cl., S. Fe
Essentials of Physics (Ginn), Dub., Gr.F.
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WHITMAN & PECK, *Physics* (American), Br.

RELIGION

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Baltimore Catechism No. 3 (St. Anthony Guild), Chi.
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Catholic Action (St. Anthony), Dub. (4)
Practical Problems in Religion (Bruce), Dub. (1)
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POWERS, NEUNER, BRUNER & BRADLEY, *Our World and Science* (Ginn), Chi., Sy.
Our World Changes (Ginn), Bal.
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SMITH & VANCE, *Science for Everyday Use* (Lippincott), Det., Sag.
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TRAPTON & SMITH, *Science in Daily Life* (Lippincott), Gall. (1)
UNZICKER & GRUENBERG, *Activities in General Science* (World), Char.
VAN BUSKIRK, et al., *Science of Everyday Life* (Allyn), El P.
WATKINS, BEDELL, *General Science of Today* (Macmillan), El P.
WOOD & CARPENTER, *Our Environment* (Allyn), Buf., Spr., Wor.
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FRICK, VITTI, et al., *Talk and Take, Thomas Natural Shorthand* (Prentice-Hall), Br.
GINSON, *One Minute Speed Tests on Gregg Shorthand* (Gregg), Br.
GREGG, JOHN ROBERT, *Gregg Shorthand* (Gregg), Br., Br., Char., Det., Dub., El P., G.R., Hart, Hel., Mil., Nat., Sag., Wich.
Gregg Shorthand Manual (Gregg), Bo., Dub., Gall., N.O., Pitt., St.Cl., Sy. (1), Wor.
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IN MEMORIAM

Michael V. Ference

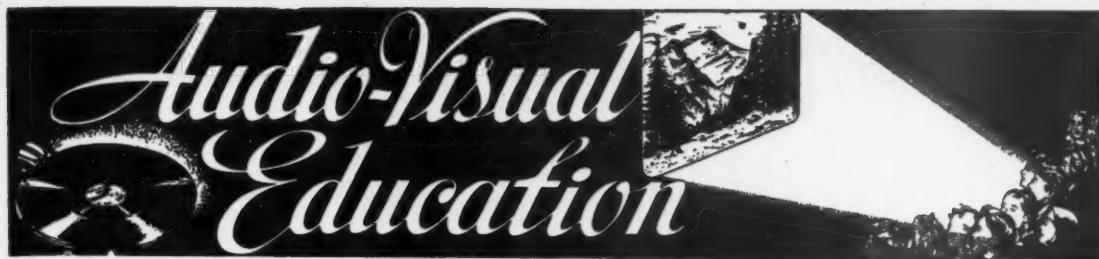
We learned with regret of the death of Michael V. Ference on August 19, 1954. Mr. Ference had been treasurer of the Catholic Audio-Visual Educators Association for the past two years. It is believed that he resigned his post just prior to the 3rd CAVE convention for reasons of ill-health.

Professor of art and visual education at Duquesne University, Pittsburgh, Pa., he also held the post of administrator of visual education and art for the Diocese of Pittsburgh. In the former capacity he assisted in building courses of study for elementary and secondary teacher training fields.

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Audio-Visual Education



Guided Missals from a Visual Approach

By Sister Mary Raphael, S.S.J., Mt. St. Joseph School, 18 Agassiz Cir., Buffalo 14, N. Y.

FOR NINETEEN HUNDRED YEARS the disciples of Christ have gone on looking for the "large upper room, furnished" where they make ready for Him. This "large upper room" has taken many forms. It has been a dark and hidden catacomb under the city of Rome, in the early days of Christianity. It has been in splendor and grandeur in great cathedrals and basilicas. It has been a small Indian dwelling deep in the heart of American forests. It has been a light bamboo hut in the steaming jungles of Africa. It has been, in very recent days, the back of a jeep amidst the roaring guns and crackling shells of war.

Yes, "the large upper room" is often very different from that first one in which Christ and His disciples sat. But, through all these changes it is furnished just as it was nineteen hundred years ago. In that upper room—be it hut or cathedral—there is the table, the chalice, the water and wine and the round piece of bread. There is the priest, that other Christ who daily brings to this world of ours the great sacrifice of Calvary as he says, "This is My Body. This is the chalice of My Blood which shall be shed for the remission of sins."

And there too in that upper room are those ever-faithful souls who devoutly approach the holy table to receive the Sacred Host. Did not Christ say to them, "If any man eat of this bread, he shall live forever: and the bread that I will give is My flesh for the life of the world."

We Teach Praying the Mass

But what is this Mass to us as individuals and as teachers? How do we teach this Mass to our children as individuals? Is it to us and to them a commemoration? Is it merely a service? Is it simply a pious remembrance of the death of Christ? Definitely not! We know and teach the Mass as a mystery of Divine Love. Jesus comes down upon the altar as truly as He was put upon the Cross on Calvary. He is invisible, but He is truly present! We go to Mass, not in memory of Christ but to find Him, to receive Him, to live with Him again

the supreme Sacrifice on Calvary. We go, not to *attend* Mass, but to *offer, to participate*, to 'pray the Mass' with the priest!

Over and over again we hear the cry, the request, we might almost say the command of the popes urging us to recognize and understand the doctrine of the Mystical Body. Each individual, regardless of rank, class, race, or employment is a particular member of this Mystical Body. In each individual is the potentiality of another Christ.

In this same manner we are urged to 'pray the Mass.' We must learn and teach that the priest at the altar has need of us. Each one of us has within himself the power of making that sacrifice complete.

Magnificent Participation Is Possible

How can we learn this ourselves? How can we teach this to our children? How can we all become alarmingly conscious of our importance in the Holy Sacrifice of the Mass? In his book, *Living the Mass*,¹ F. Desplanques, S.J., gives us a vivid, burning picture of the layman's opportunity to offer adoration and love to Christ in activity and labor. Step by step and word by word Father Desplanques shows clearly how to "make the Mass our life and our life the Mass." What a magnificent participation is possible! What union with Christ through the priest is to be enjoyed! What a double offering is here waiting,—the oblation of Christ and the oblation of ourselves.

To whom does Father Desplanques speak? Who may participate in this manner? Here are some of his words:

Offer your whole self!

Offer the Body of your God with the priest, with the Church!

Fulfill your service!

Do not lose an iota of your privilege!

Take your full share in the priesthood . . . whether you be Simon of Cyrene, or Veronica,

¹Newman Press, 1953 (Cf. also Montessori & Horan: *The Mass Explained to Boys and Girls*, W. H. Sadlier, Inc., 1934).



A group of sixth grade pupils of St. Aloysius School, Buffalo, N.Y., are seen working under the direction of Sister Mary Rosarii, S.S.J., during an activity period. Watchful supervision and keen interest brought about a well-developed unit of work. The boys took over the building department. The girls formed a sewing circle.

married or single, rich or poor, even a little boy or girl . . .

Christ and His priest are awaiting you and saying: "Help! Do not remain a useless spectator. Enter with us into the drama. Follow us wherever we go."

First History, Then Parts of the Mass

How can we teach our children thus to know, to love, and to *live* the Mass? And surely this is one of our most glorious duties! First, they must be taught the history of the Mass. They must learn of its institution, its form in the early ages of the Church. They must know of its gradual changes through the years and the reasons for these changes. Secondly, they must learn and understand the parts of the Mass. *What* does the priest *do*? *What* does he *say*? And *why*? Why does he do thus and so? Why does he say each prayer? How can

they collaborate and include themselves in what he does and says?

Of course we all know that one of the best methods of teaching this *what* and *why* is by teaching the children to use a missal. There are many effective ways of doing so. You will probably have many good ideas. Here is just one teacher's suggestion. One idea which has proved highly successful in planting the seed of understanding which is necessary to a complete offering of self. Perhaps you may be able to use it too.

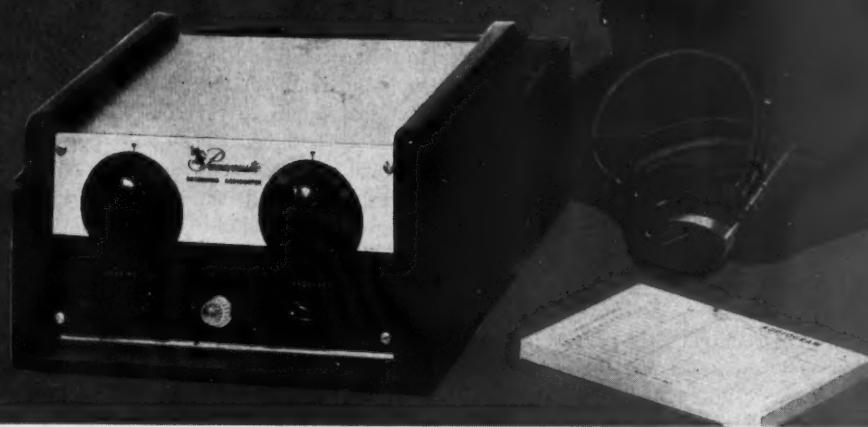
Learn by Doing

The sixth grade pupils of Saint Aloysius School in Buffalo, N. Y. and their teacher Sister Mary Rosarii, S.S.J., firmly believe that they learn by doing. They proved this point a few weeks ago by launching a unit of study on the Mass. There were many queries. "What



While one boy of the sixth grade played the part of the priest at the altar, the other members of the class answer the Missa Recitata. All the children become well acquainted with the missal and its use.

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Output Dial graduated to read directly in decibels of hearing loss
Detented steps of 5 decibels per step
Range from -10 to +70 decibels with respect to average normal threshold
Requires 60 A.C. current at 110 to 115 volts
Comes complete with earphone, dummy receiver and pad of blank audiogram charts
Scaled for desk top use, unit measures $10\frac{3}{4} \times 10\frac{1}{4} \times 5\frac{1}{2}$ inches.

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The "celebrant" sits at the side with his servers while the assistant "priest" gives the sermon he wrote.

is the Mass?" "What does the priest do?" "What does he say?" "What does he wear?" "How do we 'pray the Mass'?"

These are but a few of the questions which came to eager minds during class discussion. As pictures were being put on the board and answers were being put into words an idea occurred to the sixth graders. Why not make and actually see all the things that should be talked about? Accordingly plans were made.

Boys Take Over Building Operation

The boys took over the building department. They made an altar and a missal stand. They printed Mass cards, gilded glass goblets for chalice and ciborium and carved and painted wooden candle holders.

The young ladies of the sixth grade formed a sewing circle. They cut out and sewed an alb, chasuble, stole, maniple, purificator, pall, finger towel and a burse.

As the children worked under the close supervision of Sister, they learned the meaning of each object, how it is used, why it is used and its historical significance. They learned how to pray with the priest by using a missal at each Mass.

Boys Take Turns as Celebrant

Each boy was given a turn to be celebrant and server, as the Mass was dramatized and each part explained. Another boy took the part of the priest who gave the sermon—delivering a sermon which he had written and prepared himself. The remainder of the class took part by answering Mass in the liturgical *Missa Recitata*.

As a climax and conclusion to this unit of study the members of the sixth grade invited their parents to school. Once again they reenacted the dramatization. They showed how they had learned to know and love and understand more clearly the great gift of the Mass. They proved by doing that they can now share more intelligently as the priest becomes another Christ each morning at the altar.

Using their missals as they "pray the Mass" with the priest they will offer themselves with him to the God of Love. They will help to complete that Sacrifice of Calvary. Through these "guided missals of prayer" they will beg God to bring peace and love to a troubled world.

Progress in Communications

(Continued from page 10)

pathy and understanding, are woven into the fabric of the teaching.

We are distressed at times that we fail to impart the very things that we want young people to know in our culture. We use the second mode of communication, the verbal type, the main way in which for many centuries knowledge has been transmitted to most of the young. The book has taken on immense importance with many teachers and seems to be in possession today. Gutenberg's printing press made possible the use of written language to spread mass literacy all over the world. The verbal method wrought a communications revolution. The possibilities of vastly increased experiential living for the average human being are traceable to this revolution. There are dangers in it. Over two thousand years ago Socrates called our attention to the fact that pupils may become hearers of many things and learn nothing. "They will appear to be omniscient and will generally know nothing." We cannot attribute to written language the power to encompass all human experience.

Modern Communication Revolution

In our day there is happening before our eyes a second communications revolution, a swift transformation involving television, film, radio, and similar audio-visual media. These audio-visual media are swiftly outflanking the printed page. They have many of the advantages of the older face-to-face communication, and they enable us to get away from many of the defects of mere verbal communication. These audio-visual media carry with them the possibility of promoting a more tightly knit world than was ever possible with the printed word. The realization of this fact gives impetus to the current educational television movement.

Potentialities Not Yet Realized

Sociologist Harold D. Lasswell warns us that words by themselves are poor substitutes for direct observation of the social process, or of any process for that matter. Audio-visual media, he tells us, open the door of experience on the globe as a whole and upon all of human history. The potentialities are so far but poorly realized in practice. Dale, of Ohio University, sums up his thought in this matter with this sentence: "The capacity to absorb ideas through film, radio, and television is running ahead of the ability to get these ideas through reading." Pragmatic educational research has established that audio-visual media are superior to the printed page for teaching. This research has repeatedly shown that pupils taught by audio-visual means learn more and retain what they learn much longer than they do with textbook teaching.

We are or at least have been slow to recognize the implications of this second communications revolution. Forward-looking educators have seen the light. A recent

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report of the American Council on Education declared: "Our present curriculum is built on a verbal structure. (The audio-visual medium) provides a new kind of experience which combines the pictorial and the verbal. Potentially, it is the most revolutionary instrument introduced into education in our day and generation. Out of it there can arise a new and tremendously effective curriculum." There is here the implication that the school must now construct an adequate curriculum.

Worship of the Book Deplored

The worship of the book must not obstruct the development of audio-visual media. The rewards will be great if audio-visual is constructively geared to the learning process. Many teachers have been uneasily aware of the problem of the deficiencies of the verbal method. This problem is with the teacher when, for instance, he reads the essay paper of a slow learner in a test at the end of a unit and finds that most of the few statements that have some substance in them relate to the one movie shown in class during the unit.

"Why has there been little or no attack on the problem so far?" asks Samuel P. Robbins, in *High Points*, January 1954. We suspect that inaction has resulted from the worry of school administrators about the cost of appropriate action. Yes, a fifty-dollar motion picture print costs more than a three-dollar textbook, but that print can be projected to hundreds of thousands of pupils if distribution and projection facilities are adequately organized. Genuine economy presupposes use of the most efficient instructional tools.

Equipment Use Not Valid Obstacle

Some traditionalists offer that the new medium involves too much complicated machinery. Why not say the same of the school's heating or lighting equipment? The school as a social organization must maintain essential machinery. We do not expect that teachers operate the equipment; school administrators must provide a servicing organization. Nor should we fear the bugaboo of a "mechanized teacher" threatening the jobs of classroom teachers. The truth is that audio-visual media can no more replace the teacher than the textbook can. Audio-visual media in fact make better teaching necessary.

A library may be a repository of human knowledge but no one today questions the right and the feasibility of film libraries, tape libraries, and kinescope libraries finding a place in the academic or book libraries. Elimination of the textbook is not involved here but rather a clear evaluation of verbal communication and audio-visual communication. At times one type of communication is called for; at other times we must demand a film or a television broadcast or a tape recording or a kinescope. Audio-visual media are woven into the warp and woof of modern life. Teachers and school officials must face and plan to meet the social and educational implications of this fact.

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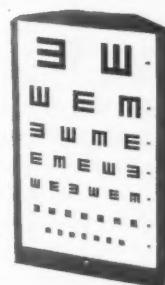
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Cooperative Planning to Achieve Objectives

He who would use audio-visual material and methods constructively must remember that they are means not ends. The finest materials are of little use if they do not serve as means to achieve the purposes of education. These purposes and the means that can best achieve them are determined only by cooperative planning and administration on the part of teachers, school administrators, and curriculum builders. Research and experience, coupled with common sense, will tell us when and where each type of audio-visual tool should be employed. Only those materials should be used which help the teacher to better teaching and the pupil to better learning. As we have noted before, no tool, no battery of tools, is a substitute for the intelligent teacher guiding all school activities in a well-planned teaching program. Let the audio-visual program be adequate, economical, efficient.

The school must aim at effectively achieving the goals of the curriculum. If a method, device, or technique has nothing to contribute to these goals, it merits elimination. If it contributes to the amount, speed, and retention of learning it has a place in the school program.

Avoid Random Use of Films

It is obvious that audio-visual stimulates the interest of pupils and gives them greater opportunity for participation in school activities, but it is easy to go to excess in the use of a medium which lends itself so readily to mere entertainment. The film, for instance, for which there is no definite purpose allotted in the curriculum, may make absolutely no contribution to the teaching process. The random use of material that serves no curricular purpose, is quite hazardous.

The school administrator does well to defer to skilled teachers in selecting audio-visual aids for use in his school. The discriminating choice of audio-visual aids and the functional use of them in actual classroom situations will do more than any other factor in establishing these aids as an organic part of the teaching process.

Chicago's Educational Welcome

(Continued from page 10)

convinced of its worth what are the best materials to be used in the class room. There is an infinite variety of these things. They cannot all be purchased. Some of them are not suited for your particular purpose so judgment has to be used in their selection.

Now some of these audio-visual aids are excellent; some are rare and some that I have seen are poor. We must be interested only in the best. Some people buy materials just for the sake of having a filmstrip library in their schools. To my way of thinking that is a criminal waste of money, just to have a film library in your schools. In the case of equipment only the particular kind that can be used in your situation should be purchased.

Find Both Enlightenment and Inspiration

At this convention, the purpose doubtlessly will be to show you what is new and the best in the line of equipment and materials, to show you how to use these aids effectively in as many teaching situations as possible. In other words, to help you, in the ultimate analysis, to be better teachers. So it is my fervent hope that you will find both enlightenment and inspiration so that your minds will be enriched and that your hearts will be filled with an eager desire to do a good job better.

Cure-All Discipline Technique

(Continued from page 26)

ously weakens discipline, order, and the prestige of the faculty member concerned; and furthermore, makes it impossible ever to secure the attendance of pupils after school. By making this "last-class period" an integral part of the schedule the pupil is urged, if he wishes not to attend the extra-curricular class, to give satisfaction in all class periods.

The matter to be studied during the "last-period class" is one to be settled by the faculty and the principal; obviously, those detained because of not having had their home assignment would be required to do that assignment. At the close of the "cure-all" discipline technique class, the presiding officer shall collect all assigned work, and after glancing critically at it to make certain of its completion, correctness, and neatness, shall transfer the papers to the principal's office where the faculty members concerned may secure the papers. As to the presiding officer of the "last class period," the faculty

could decide this at its meeting. A suggestion would be to take turns, or for those having names on the list regularly to take turn about at the presiding of this class.

Strengthen's Principal's Authority

The principal's authority will be placed on a pinnacle by this "cure-all" discipline technique check for that officer also may make use of the check slip and thus do away with time-consuming interviews, repeated admonitions, and routine corrections.

Much has been written of the lack of proper conduct by teenagers and, perhaps, we may have placed the blame on the reading of immoral books, the movies, the radio, the television, the lack of discipline in the home; but may we not more properly in our Catholic schools, place it on the lack of an all-abiding technique such as the automatic "cure-all" discipline check?

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By Charles Westcott

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SLOW LEARNERS

present a problem for busy instructors. Such students frequently lack confidence in themselves, are shy and less aggressive than their classmates. But one grade school teacher I know is solving the problem—easily—with the help of magnetic tape. She has her remedial group record those passages they read well, quickly erasing any mistakes, and then plays a program of the edited recordings to the entire class. Self-confidence comes quickly to slow students after several of these taped readings.



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Audio-Visual News

3rd CAVE Convention Auditions New

RCA Music Tapes

"I was certain that an orchestra was playing in the ballroom, as I listened from the foyer while registering," said a pastor from a New Jersey town, on the first day of the 3rd annual national CAVE convention, August 2, 1954.

He was among the first to come up to the platform to inspect the "Crestwood by Daystrom" tape recorder which was reproducing, with concert realism, recently released RCA pre-recorded music tapes.

A Sister who teaches instruments in the music department of a large Chicago girls' high school remarked, "The oboe and the flute sound really life-like. Is this the high fidelity we have been hearing so much about?" *Aurora's Wedding* was the music that was playing at the moment.

Through the courtesy of the Educational Services department of Radio Corporation of America it was possible to "audition" the first RCA pre-recorded tapes of symphonic works. The first two movements of each work and one-half of *Aurora's Wedding* were played. The works are:

Beethoven: Concerto No. 5, in E-Flat, Op. 73 ("Emperor"); Vladimir Horowitz, pianist; Fritz Reiner conducting the RCA Victor Symphony Orchestra.

Tchaikovsky: *Aurora's Wedding* (Ballet Suite) (arranged Diaghilev), Leopold Stokowski and his Symphony Orchestra.

Brahms: Concerto No. 2, in B-Flat, Op. 83; Artur Rubinstein, Pianist; Boston Symphony Orchestra, Charles Munch, conductor.

Brahms: Symphony No. 1, in C Minor, Op. 68: Arturo Toscanini conducting the NBC Symphony Orchestra.

Dvorak: Symphony No. 5 in E Minor, Op. 95 ("From the New World"); Arturo Toscanini conducting the RCA Symphony Orchestra.

Tchaikovsky: Symphony No. 5, in E Minor, Op. 64; Leopold Stokowski and his Symphony Orchestra.

Judging from the many favorable comments, the purpose Dr. Leo J. McCormack had in mind in arranging the CAVE program to include the concerts was realized: to demonstrate the versatility of the tape recorder as applied to use in an auditorium or in the music department of a school. In this instance, the volume was ample to fill with full orchestral sound the large ballroom whose capacity is 3,000 seated persons. At that, the volume control was set at only the two-third's position. **A-VI.**

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The Nuns Who Hurried

Recently completed by Riviera Productions, a producer of Catholic educational films, is a 16 mm. color and sound film entitled: *The Nuns Who Hurried*.

Adapted from the booklet of the Catechetical Educational Guild Society, this film begins by showing that there are convents all over the world. It tells how there are different types of nuns in these convents, and that they have many and varied duties. They sew, type records, answer doors, cook, study, teach, visit the sick, work in hospitals, do missionary work, play the organ, fix the altar, and the like. But the nuns have one thing in common: they hurry to get up at the first sound of the bell very early in the morning.

The film goes on to explain why each of the different nuns hurry—the reason being to praise God. Each nun may have a slightly different motive, dictated by her daily work, but they all desire to praise our Lord. This they do day after day, year after year, till they can hardly see or hear or walk anymore. The film closes by suggesting to the children watching, that they do not stay in bed so late in the morning. They should jump out of bed a bit earlier, snap down to their knees, and start praising God just as the nuns do.

Meant primarily for parochial school children, the screening time of the film is eleven minutes. Faithfully following the original work which was written by one of the nuns, the gay colored drawings treat the subject matter with respect while making a very interesting film for youngsters. It will help give them a better insight into the work of nuns in general, aid in teaching respect for the Sisters, and may even enkindle a spark towards religious vocations.

Prints are available for \$90, direct from the producer at 1713 Via El Prado, Redondo Beach, California. **A-V2.**

A Filmstrip Previewer

The Standard Filmstrip Previewer for 35 mm. filmstrips has been announced by Standard Projector and Equipment Co., Inc., 7106 Touhy Ave., Chicago, Ill.

This previewer is of simple, sturdy construction and may be operated from batteries or 115-120 volt current. Viewing of filmstrips is direct. With the light

source located in back of a ground glass, the result is very satisfactory illumination. A high quality lens produces 2 to 1 magnification. Even in a lighted room, all details of the filmstrip are made visible and even fine print in the titles and text is readable. The stand on which the Previewer is mounted is adjustable for different angles of viewing.

Distribution of the Standard Filmstrip Previewer will be through visual education dealers. The price equipped for both battery and plug-in operation and complete with desk stand is \$14.95. **A-V3.**

EFLA Highlights

(Continued from page 7)

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Contributors to This Issue

(Continued from page 6)

Sister M. Marlita, I.H.M.

Sister M. Marlita is a graduate of Marygrove College, Detroit. For eleven years she has been teaching primary grades. She has taken special courses in kindergarten methods as well as in ele-

mentary reading and English. She is an instructor at St. Mary's reading clinic.

Miss Sally Giltner

Miss Giltner, who graduated this past May from Marycrest College, was on the staff of the college newspaper, *The Crest*, and contributed to the college's literary quarterly.

Sister Mary Angela, I.H.M.

Sister Mary Angela is both teacher and librarian at St. Michael High School, Flint, Mich. She is a graduate of Marygrove College and Wayne University, Detroit (M.A. in Educ.). She also has a certificate in library science. Her teaching experience has been on the grade and high school levels in various schools in Michigan and Ohio. She has contributed to several Catholic periodicals.

Miss Joy Marie Landry

Miss Landry graduated *cum laude* from Loyola University of the South this past June. While in high school she rose from reporter to editor of the school paper. At Loyola she was variously society, campus, and news editor and, finally,

over-all editor of the *Loyola Maroon*. Every Saturday for nine months, Miss Landry taught in the program described in her article.

Sister Mary Raphael, S.S.J., M.A.

Sister Mary Raphael is co-author of the recently published textbook, *Science and Living in Today's World*. She also is author of a vocation pamphlet published by the Queen's Work and radio plays for the Faculty Adviser. She has been teaching at Mount St. Joseph's Teachers College, Buffalo, N.Y. This college is unique in that it is directed solely for Sisters of religious communities. It grants bachelor and masters degrees and at times—during summer sessions—it has had students from as many as twenty-five religious communities from various parts of the country, even from Ireland. Sister holds a bachelor's degree from the college and an M.A. from Northwestern University with major in radio dramatics writing, and the like. Sister has taught radio dramatics and has directed radio programs connected with script writing classes at the college.

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